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Adult Education —Challenges for the Twenty First Century

RAM PAL VADHERA

Students' Evaluation of Teachers —An Opinion Survey of Teachers

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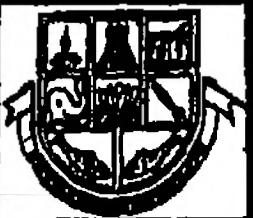
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Madurai Dr. T. John Sahayam Chelliah
DIRECTOR

obsolete. The knowledge explosion changes the volume and content of knowledge so fast that the knowledge acquired during any period of life becomes incomplete and obsolete, if it is not augmented and revised continuously. In progressive competitive societies, continuous replenishment of knowledge becomes a necessary condition of survival and promotion.

to continue personal development so that every individual may further his intellectual and emotional growth throughout life.

Some universities have started continuing education programmes but they are by and large vocational education programmes. The need is to involve all universities and other educational institutions and NGOs in the endeavour. The programmes should be both for skill development and intellectual growth.

3. Adult Education for Senior Citizens

By the turn of this century there will be about 150 million senior citizens (those aged 60 and above) in India. These chronologically old require new competencies and skills to improve their quality of life. There is hardly any programme of adult education which can enrich their lives. Some developing and developed countries are organising programmes for the elderly. There are schools for the aged in China. The training programme includes courses of general, scientific and cultural knowledge, research in agriculture and "experience exchange". "U3 A" (Universities of the Third Age) programme in some European countries make older persons aware that they are still a part of society, contributor and not an inert dependent.

In the twenty-first century adult education programmes for elderly have to be formulated to make life-long education a reality by providing older people opportunities for reviewing and refreshing their knowledge and to get new experiences.

4. Empowerment of Women

In order to give women their rightful positions in the mainstream of national development, it is essential that they should be empowered psychologically, economically and politically.

Women are socialized to be submissive, to serve and to let the men take all major decisions. Psychological empowerment involves the reversing the patriarchal order of doing things. It calls for developing competence in women to make decisions at per-

sonal and societal level. It means development of self-confidence and self-esteem in women.

It has been experienced that financial dependence is one of the key sources of subordination of women. It is thus essential to provide support to them to have independent income. This could be possible if income generating activities are part and parcel of the educational programmes for women. They should also be provided financial facilities and management skills to be self-reliant.

Political empowerment mobilizes women for social change. To make women politically active, it is essential to prepare them for collective action. They should be helped to organise themselves and wherever their organisations like Mahila Mandal exist they should be strengthened. The women themselves have to organise in order to attain the required change. Through participation in their own organisations they will play an effective role in Panchayats and other legislative bodies.

The programme for women should develop an analytical and questioning mind and scientific approach to understand realities around them. In some programmes for women, men should also be associated, it should be a mixed group. The change in the attitude of men will help women get a rightful place in society.

5. Adult Education for Human Rights

The first basic human right to equality is denied by our society. Adult Education has to play an important role to draw attention to this denial not only of the learners who are the victims but also those who violate this human right. The study and understanding of the 30 articles of human rights will bring home the fact that these articles are being violated.

Adult education for Human Rights should lead on to action to counter all the many violations of these rights by us, by our community and by our society. In literacy programme the developmental and anti-poverty programme should be highlighted so that beneficiaries know the various benefits and facilities which have been enacted for them and on that basis fight for rights. Similarly, in continuing education, the participants should be trained to fight against the various discriminations in our society. Efforts should be made to strive for a society where every human being is recognised as equal in rights and dignity.

6. Creation of Scientific Temper

Adult education in the next century has to take science and technology to the common people. Prac-

tical aspects of the science in common man's day-to-day life should be brought home to the people in rural and urban areas so that a scientific temper, a spirit of enquiry is created for upliftment of the people steeped in superstitions. Universities, NGOs and educational institutions have to play a significant role in this direction. The need is to provide adequate support for such programmes so that the message of scientific temper reaches the masses.

7. Adult Education in Global Market Economy

In the new economic policy, structural adjustments are being made. This has put many out of jobs due to modernization and automation. Adult education has now to play a wider role. It should meet the emerging demand for education, training and retraining of people so that they are in a position to face the competitive labour market.

Unemployed and under employed particularly in the rural sector constitute the largest group in the weaker sections of society. Adult education should provide skill development and income generating programmes for them. This would be possible if the network of *Shramik Vidyapeeths* is expanded and there is a *Shramik Vidyapeeth* at the Block Level. The rural masses in addition to skill development programmes have also to be provided entrepreneurial skills so that they opt for self employment rather than hunting for jobs. This will also check the migration from rural to urban areas which is becoming a great health hazard and an environmental problem.

The workers in the unorganised sector in the urban areas should also be provided opportunities in training and upgrading the technical and vocational skills so as to improve their quality of life. They have to be organised to withstand the exploitation from vested interests. They should be helped to be self-reliant so as to solve their own problems.

8. Involvement of other Ministries/Departments in Adult Education

The responsibility for control and administration of adult education by and large remains with the Education Department of the Ministry of Human Resource Development. To give adult education a wider role, the other ministries should also share responsibility. In Thailand most ministries have responsibilities for atleast one component of adult education.

The Task Force on Adult Education and Out-of-School Education appointed by the Planning Com-

mission for Fifth Five Year Plan had recommended that two per cent of the expenditure on all developmental activities should be set apart for the education and training of the beneficiaries. This suggestion was a significant one and should be reconsidered if adult education is to be implemented in wider perspective in the twenty-first-century. Adult education will thus become concern of many ministries/departments of the Government of India and not only of Human Resource Development.

9. Research in Adult Education

Adult Education has been undergoing tremendous change in terms of policy, programme and practice during the last two decades. These changes at many a time have been undertaken without sufficient feedback from the field. The evaluation studies have been undertaken for some projects but the suggestions, recommendations of these studies have not been taken into consideration while designing the new programmes.

The adult education programme is directly related to people and their problems. It can promote self reliance among the people in solving their problems. But these could be solved effectively if action and applied researches are available. The quality and effectiveness of adult education programme depends to a large extent on research and investigation by which it is backed. It is research which can develop alternative models for adult education including literacy. Research alone can give answers to many questions and better insights into problems relating to adult education. Adult education programme in 21st century should have explicit policy of promoting empirical researches in adult education. The research should cover the broader aspects of adult education and not only confined to literacy/post literacy programmes.

Research should be conducted at all levels. It should not be responsibility of the universities alone. Grassroot level organisations should also undertake applied and action researches for which they should be provided the necessary training and financial assistance.

To sum up, the adult education programme should meet the specific needs of all sections of society including non-literates, neo-literates, semi-literates and the educated. But it should ensure large participation of the weaker sections including women in the process of development and decision making. Adult education should empower the poorest of the poor.

Students' Evaluation of Teachers

An Opinion Survey of Teachers

Ram Pal Vadhera*

Rationale of the Study

A review of literature on "Students' Evaluation of Teachers" (SET) reveals that although this area has been thoroughly investigated by the researchers abroad (*Abbot and Perkins, 1978; Abrami and Others, 1980; Ballard, Rearden and Nelson, 1976; Benton, 1982; Braskamp, Caulley and Costin, 1979; Chandler, 1978; Cohen, 1981; Costin, 1978; Frey, 1978; Gross and Small, 1979; Hoffman, 1978; Kerzemy and McGann, 1978; Korth, 1979; Kroman, 1978; Marsh, 1980 & 1982; Marsh and Overall, 1979 & 1981; Marsh, Overall and Kesler, 1979; Marsh and Roche, 1993; McKeachie and Others, 1978; Moody, 1976; O'connel and Dickinson, 1993; Overall and Marsh, 1980; Peterson and Cooper, 1980; Raskin and Plante, 1979; Rearden and Waters, 1979, and many others*), the same field in India, except one empirical study (*Bhogayata, 1990*) and few theoretical articles by Bhogayata (1996), Prema (1996), Singh and Kumar (1995), Srivastava and Singh (1996) and Thailambal (1998), looks dry and virgin. Further, a perusal of all the four 'Surveys of Research in Education' also reveals that not even a single empirical study has been conducted on students' evaluation of teachers, which is a clear indication of sheer neglect of this area by Indian researchers. The reasons of doing so may be many but the most important single factor was the non existence of SET in our educational system, barring a few pace setting institutions like IITs. After the Mehrotra and Rastogi Commissions' Reports many theoretical articles for and against SET have been published in many journals and magazines which have brought this controversial area into the lime-light. The authors of these articles, no doubt, have logically expressed their own opinions on the various issues related to SET, but have failed to reflect the views of students and teachers which determines the success or failure of this innovation. What is the attitude of students towards SET? Do students think themselves fit for the evaluation of their teachers? What is the attitude of college and university teachers towards SET? What are the main fears among teachers regarding SET? Are these fears real? These, and many more questions have remained unanswered in Indian context. Since it is not possible for

any researcher to address all these issues in one single research, the present investigator has tried to study only the opinions of teachers on different issues related to SET.

Objectives

The study had the following objectives :

1. To study the attitude of teachers towards SET;
2. To study the reasons and magnitude of teachers' opposition to SET;
3. To find out the most preferred alternative of teachers for the evaluation of their teaching; and
4. To study teachers' opinions regarding the level of education at which SET should be introduced.

Methodology

Sample

The sample of the study consisted of 58 teachers (18 university and 40 college) of North-Eastern Hill University, Mizoram Campus and its constituent and affiliated colleges. The sampling design adopted was stratified random sampling technique.

Tools

To study the opinions of teachers on different issues related to SET an opinion survey scale consisting of 49 statements was developed by the investigator. In this opinionnaire every statement except three (one each on multiple choice, open-ended, and arrangement of various alternatives in preferred order), was to be rated by the teachers on a five point scale from Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA) to Strongly Disagree (SDA). The responses to positive and negative were scored as 5, 4, 3, 2 and 1, and 1, 2, 3, 4 and 5, respectively. To study the attitude of teachers towards SET their scores on 39 statements were added (other belonged to teachers suggestions on SET) and mean scores for different subgroups of teachers were calculated.

Statistical Technique

For the analysis of data frequency distribution for each statement was prepared and percentage in each category was calculated. To see whether teachers' opinions show a particular trend skewness and chi-square values for each statement were calculated.

*Reader, Department of Education, North-Eastern Hill University, Mizoram Campus, Chandmari, Aizawl-796 007.

Findings and Discussion

The findings of the study have been given under the following four broad headings :

A. Attitude Towards SET

Table-1 reveals that —

1. The overall attitude of teachers towards SET was found to be slightly negative as their mean score of 2.89 was little less than the neutral score of 3.00.
2. Both male and female teachers studied apart had slightly negative attitude towards SET as their respective mean scores 2.97 and 2.98 were little less than the neutral score of 3.00.
3. Arts teachers had a slightly positive attitude towards SET as their mean score of 3.08 was little higher than the neutral attitude score of 3.00, whereas science teachers as a separate group had a negative attitude as their mean score of 2.77 was less than the neutral score.
4. Teachers below 40 yrs., and above 50 yrs. age groups had a slightly positive attitude towards SET as their mean scores of 3.02 and 3.18 respectively were little more than the neutral score of 3.00. Whereas, teachers between 40 to 50 yrs. age group were found to have a negative attitude as their mean score of 2.83 was less than the neutral score.
5. College teachers had a slightly positive attitude towards SET as their mean score of 3.05 was little more than the neutral score. On the other hand university teachers had negative attitude as their mean score of 2.80 was less than the neutral score of 3.00.

Table-1 : Attitude of Teachers Towards SET in Relation to Sex, Age, Level of Teaching and Academic Stream (Arts Vs Science)

		Mean	SD	Skewness
SEX	Male	2.97	.74	-.04
	Female	2.98	.64	+.14
AGE	Below 40 yrs.	3.02	.55	-.33
	Between 40 to 50 yrs	2.83	.73	+.04
	Above 50 years	3.18	.84	+.44
ACADEMIC STREAM	Science	2.77	.68	-.09
	Arts	3.08	.72	.00
LEVEL OF TEACHING	College	3.05	.69	.00
University		2.80	.76	.00
Overall		2.89	.74	-.45

B. Reasons and Magnitude of Teachers' Opposition to SET

(i) SET is not reliable

It was found (Table-2) that 58.62% of the teach-

ers opposed SET because they felt that students could not make a consistent judgement about the teachers and their teaching. The arguments given by them for this were (a) immaturity, (b) lack of experience, and (c) capriciousness of students. The Table-2 further shows that 36.21% of the teachers expressed their views in favour of the reliability of SET. Rest of the 5.17% of the teachers reported that they were not sure whether SET would be reliable or not.

(ii) SET is not valid

Table-2 further reveals that 60.34% of the teachers did not like SET because they felt that student ratings of teachers was not valid as it was influenced by extraneous factors. In response to another statement 41.38% of them reported that caste, religious, regional and communal consideration affect student ratings of teachers. In response to another statement 51.72% of the teachers expressed their view that students would not evaluate teachers on the basis of their teaching but on their popularity, attractiveness, smartness and grading stringency, that would have nothing to do with competence as a teacher. Teachers argued that our students could not be trusted to assess their teachers as they could be misled by caste, communal and regional considerations, and could be exploited by vested interests to give opinions in their favour.

(iii) SET will make teachers succumb to students interests

Table-2 further shows that 62.07% of the teachers opposed SET because they assumed that its use would lead to pandering to students' interests and would make them undemanding in exchange of high ratings from students. They argued that it would further deteriorate the teaching standards in our educational institutions.

(iv) SET will reduce the status of teachers

Table-2 further shows that 43.10% of the teachers did not like to share power with students. They think that giving students a right to evaluate their teachers would reduce the status difference between teachers and students. It seems that teachers do not like their position to be changed from "to judge" to "to be judged". A perusal of the same table also revelas that 46.55% of the teachers opined that this would not happen but they oppose SET due to other reasons.

(v) SET will affect autonomy of teachers

A perusal of the Table-2 also reveals that 48.28% of the teachers opined that introduction of

SET would affect academic freedom and autonomy of teachers. If SET was implemented, it would make them do what students would like them to do. At the same time 44.82% of the teachers opined that SET would not affect their freedom and autonomy.

(vi) SET will lead to a trade-off between teachers and students

A glance at Table-2 further reveals that 65.52% of the teachers felt that introduction of SET would lead to a trade-off between teachers and students. Teachers might do any thing and everything possible on their part to get better ratings from students. If this happens it would further deteriorate the standard of instruction.

(vii) SET will be dangerous for institutions having provision of internal assessment

A look at Table-2 shows that 65.52% of the teachers felt that introduction of SET would be dangerous and counter productive for our educational institutions, especially those which

have a provision of internal assessment of students.

(viii) SET will make teachers less demanding

Table-2 further shows that 34.48% of the teachers did not like SET because they thought it will make them less demanding in exchange of better ratings from students.

(ix) SET will dampen teachers' confidence

Table-2 reveals that 56.90% of the teachers expressed their fear that if a teacher was evaluated as less effective by students it would further affect his teaching negatively as he would loose confidence to face the same students in the class who had rated him low.

(x) SET will make a mockery of teaching profession

Table-2 shows that 39.66% of the teachers felt that giving students a chance to evaluate their teachers will make a mockery of teachers and the teaching profession. They argued that when others like doctors, engineers and IAS officers were not evaluated

Table-2 : Distribution of Teachers on Five-Point Scale in Relation to Different Issues related to SET, and χ^2 and Skewness Values of their Distribution

S No.		SA	A	UD	DA	SDA	Skewness	χ^2
1.	SET lacks consistency	13 (58.62)	21	3 (5.17)	18 (36.21)	3 (36.21)	0.87	10.45**
2.	SET is not valid	13 (60.34)	22	4 (6.90)	15 (32.76)	4 (32.76)	0.80	17.89**
3.	Extraneous variables such as caste, religion etc will effect SET	9 (41.38)	15	5 (8.62)	25 (50.00)	4 (50.00)	-1.16	22.03**
4.	Students will evaluate their teachers on the basis of their popularity and grading stringency	6 (51.72)	24	7 (12.07)	17 (36.21)	4 (36.21)	0.90	22.32**
5.	SET will lead to pandering to students interests	11 (62.07)	25	5 (8.62)	14 (29.31)	3 (29.31)	0.77	23.52**
6.	SET will reduce status difference between teachers and students	5 (43.10)	20	6 (10.34)	20 (46.55)	7 (46.55)	-0.24	17.66**
7.	SET will lead to a trade-off between students and teachers	11 (65.22)	27	6 (10.34)	12 (24.14)	2 (24.14)	1.08	26.50**
8.	SET will affect the autonomy of teachers	6 (48.28)	22	4 (6.90)	21 (44.82)	5 (44.82)	0.49	26.03**
9.	SET will be dangerous for institutions having internal assessment provision.	13 (65.22)	25	7 (12.07)	11 (22.41)	2 (22.41)	0.64	21.87**
10.	SET will make teachers less demanding	4 (34.48)	16	7 (12.07)	29 (53.45)	2 (53.45)	-0.75	38.86**
11.	SET will affect teachers' teaching negatively as they will loose confidence to face the same students who have rated him low	8 (56.90)	25	4 (6.90)	18 (36.21)	3 (36.21)	1.00	28.18**
12.	SET will make a mockery of teachers and the teaching profession	8 (39.66)	15	9 (15.52)	22 (44.83)	4 (44.83)	-0.47	14.74**
13.	SET will be used by administrators as a stick to harass and humiliate teachers	10 (56.90)	23	9 (15.52)	15 (27.59)	1 (27.59)	0.60	20.24**
14.	SET will favour those teachers who are less demanding	5 (44.83)	21	5 (8.62)	23 (46.55)	4 (46.55)	-0.26	27.84**
15.	Students do not have sufficient knowledge to evaluate the depth of teachers in their subjects	16 (60.34)	19	3 (5.17)	19 (34.48)	1 (34.48)	0.76	23.96**

** = Significant at .01 level

by their subordinates why should teachers be evaluated by their students?

(xi) SET will be misused by administrators

Table-2 reveals that 56.90% of the teachers in this survey expressed their fear that SET might be used by the educational administrators to harass and humiliate teachers.

(xii) Less demanding teachers will be rated high by students

44.83% of the teachers opined that students would give better ratings to those teachers who were less demanding. If this happened it would further bring down the standard of classroom instructions as it will make the more demanding teachers as less demanding.

(xiii) Students are not competent to evaluate their teachers

60.34% of the teachers in this survey expressed their doubt on the competency of students to evaluate their teachers. They argued that students do not have sufficient knowledge to judge the depth of teachers in their respective subjects (Table 2).

C. Opinions Regarding the Level of Education at Which SET Should Be Introduced

Table-3 shows that teachers had divergent views regarding the level of education at which SET should be introduced.

Table-3 : Distribution of Teachers in Relation to Their Opinions Regarding the Level of Education at Which SET Should Be Introduced

High School Onward	Intermediate College Onward	College Onward	University Level	Nowhere
10 (17.24%)	3 (5.17%)	12 (20.69%)	18 (31.03%)	15 (25.86%)
CT	UT	CT	UT	CT
8 (20%)	2 (11.1%)	3 (7.5%)	0 (0%)	5 (12.5%)
CT	UT	CT	UT	CT
7 (37.5%)	15 (37.5%)	3 (37.5%)	16 (40%)	6 (15%)
CT	UT	CT	UT	CT
3 (22.5%)	9 (22.5%)	14 (33.3%)	11 (25%)	8 (22.2%)

i) CT : college teachers, ii) UT : university teachers.

(i) 17.24% of the teachers in this survey suggested the SET should be introduced from high school level, and 5.17% of the teachers opined that it should be implemented from intermediate level. The logic behind their suggestion was that by doing so some exposure, experience and training could be provided to the students from school or intermediate college level itself. When these students reach the colleges or universities they would be able to make

more objective assessment about the teaching effectiveness of their teachers.

- (ii)** 20.69% of the teachers in this study opined that SET should be introduced at college level and onward. At the same time 31.03% of the teachers in this survey suggested that SET should be implemented only college and/or university students could objectively assess their teachers because they were more mature.
- (iii)** 25.86% of the teachers in this study have suggested that SET shuold not be introduced at any level of education.

A separate analysis of the responses of college and university teachers (Table-3) reveals that 50% (11.1% wanted SET from high school onward and 38.89% wanted SET from college level) of the university teachers wanted that college teachers, who enjoy the same pay scales, should also be evaluated by their students. On the other hand 60% of the college teachers suggested that SET should not be introduced at any level (22.5%) or it should be introduced only at university level (37.5%).

D. Teachers Preferences of Various Alternatives for the Evaluation of their Teaching Effectiveness

A perusal of Table-4 reveals that 36.27% (including 5.17% of the teachers who suggested that only students and no one else could objectively evaluate teachers) have given students as their first choice for the evaluation of their teaching. The table further shows that the number of teachers who had chosen colleagues or heads of the departments or the head of the institution for the evaluation of their teaching effectiveness as their first choice were 14.81%, 18.97% and 17.24%, respectively. Further, Table-4 also reveals that 13.8% of the teachers opined that their teaching should not be evaluated by any one.

Table-4 : Distribution of Teachers According to their Preferences of Various Alternatives for the Evaluation of their Teaching

	Students	Colleagues	Head of the Deptt.	Head of the Inst.	No One	Only Students
1st Choice	18 (31.10%)	8 (14.81%)	11 (18.97%)	10 (17.24%)		
2nd Choice	9 (15.52%)	13 (22.41%)	19 (32.76%)	6 (10.34%)	8 (13.8%)	3 (5.17%)
3rd Choice	5 (8.62%)	14 (24.13%)	14 (24.13%)	14 (24.13%)		
4th Choice	15 (25.86%)	12 (20.69%)	3 (5.17%)	17 (29.31%)		

Conclusion

The findings of this study, for the first time in India, have brought out the reasons and magnitude of teachers' opposition to, and negative attitude towards students' evaluation of teachers but the investigator feels that more empirical work on this and many other aspects of SET on larger samples with more rigorous methodology should be taken up by Indian researchers.

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Athletes! We Mean Health to You

Ritu Mathur*

An athlete is one who participates in any kind of competitive sport, who exercises on a regular, frequent basis and is serious about improving fitness and health through exercise. Athletes include world class Olympians, basketball players, football players, members of the cricket team and all individuals who spend at least 60 minutes a day, three days a week or more — running, walking, swimming, cycling, rowing, dancing, or engaging in any other activity that makes the heart beat fast and the muscles work hard for most of that time. Athletes all along this spectrum reap the benefits that come with sound nutrition.

The major contributors to athletic achievement are heredity, training, nutrition and psychological preparation. Heredity sets the ultimate potential, training permits realisation of the potential, nutrition supports training by supplying fuels, building materials and metabolic regulation to meet the muscle demands and psychological preparation sparks the whole process with motivation.

Exercise training improves cardiac function, including cardiac output (the amount of blood pumped out of the heart with each stroke). Physical conditioning also increases the number of capillaries supplying blood to muscle tissues. These effects contribute to more efficient fuel utilisation by muscles because more oxygen is available for aerobic metabolism.

Sports nutrition experts agree that the diet most athletes need is simply an ordinary balanced diet, consisting of a variety of nutrient dense foods and ample fluids. This is a simple nutrition prescription and is easy to follow but athletes must make sure that they are eating the right diet for long term health.

Athletes should be wary of manipulating their diet to achieve short-term performance at the expense of life long health. No single food can magically enhance performance, only a good range of foods can enable an athlete to compete at peak condition. When a sports activity demands a high energy expenditure, an adequate intake of calories, macronutrients (carbohydrates, proteins, fats and fibre) and micro-nu-

trients (vitamins, most minerals and trace minerals) is essential to maintain energy and fluid balance.

The two main fuels for exercise are carbohydrate (glucose, from food or body glycogen stores) and fat (fatty acids from food or body fat stores). However protein stores can also be used for energy. Normally during exercise all fuels are in use to varying degrees, from moment to moment depending on their availability, the availability of oxygen, on the duration and intensity of the exercise and on local conditions within the muscles.

Glycogen : The Muscle Fuel

Glycogen is the main fuel the muscles use when they move. It is produced from the glucose provided when carbohydrates are digested and is stored in muscles and in the liver. The more the glycogen stored — the longer the stores will last during exercise. Compared to fat, the glycogen stores of the body are limited. Glycogen use is rapid at the beginning of intense exercise. As exercise continues, glycogen use slows down. The body begins to rely more on fat for fuel, conserving the remaining glycogen supply. A research study has shown the influence of diet on physical endurance (Figure 1). Thus ample stores of glycogen enhance an athlete's endurance. The greater the muscle glycogen stores, the longer the athlete is able to perform at a sustained high intensity.

The Role of Fluids

During physical exercise sweating depletes the body's reserves of fluids. Excessive perspiration can lead to reduced blood flow to extremities, a reduction in blood volume, dehydration, heart stroke and collapse. Therefore it is essential to drink plenty of water before during and after exercise. It is stressed here that plain water should be the rehydration fluid of choice and not commercially available cold drinks or isotonic salts — they should be included in future meals.

Why Fats are Needed

Fats should constitute about 30% of the athletes' calorie intake because muscles use it as a source of fuel during light exercise. Adding fat to the diet doubles its calorie value without adding bulk to the diet. Unsaturated fats (found in vegetable oils) are healthier than saturated (in ghee, dalda, butter and margarine).

*Assistant Professor of Foods and Nutrition,
M.D.S. University, Ajmer-305 001.

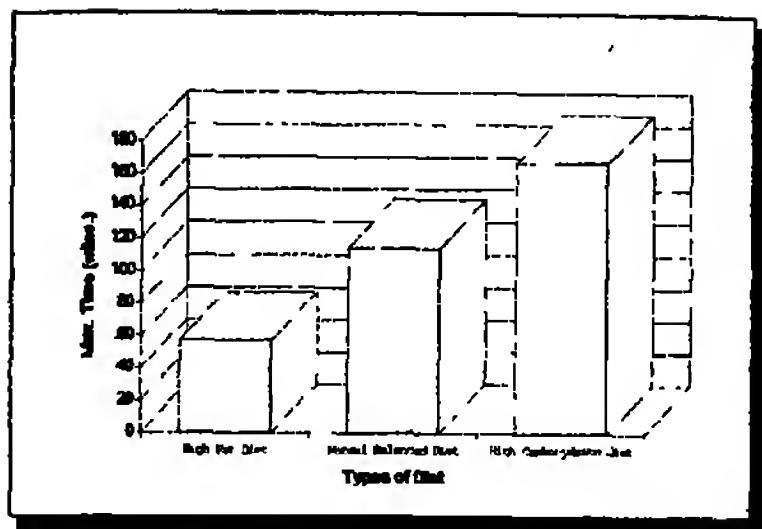


Figure 1 : Influence of Diet on Physical Endurance

Exercise Related Functions of Vitamins and Minerals

Vitamin/Mineral	Function
1. Thiamine, Riboflavin Niacin, Magnesium	Energy releasing reactions
2. Vitamin B ₆ , zinc	Building of muscle protein
3. Folate, vit. B ₁₂	Building RBCs to carry oxygen
4. Vitamin C	Collagen formation for joint and other tissue integrity, hormone synthesis
5. Vitamin E	Protection of RBCs from oxidation
6. Iron	Transport of oxygen in blood and in muscle tissues
7. Calcium, Phosphorus, Vitamins A and D	Building of bone structure, muscle contractions, nerve transmissions
8. Sodium, Potassium, Chloride	Maintenance of fluid balance, transmission of nerve impulses for muscle contraction
9. Chromium	Assistance in insulin's energy storage function
10. Magnesium	Cardiac and other muscle contractions

Food Before Exertion

From studies of competitive athletes, a typical meal particularly suitable prior to exertion has been described as light, easy to digest and should be eaten three to four hours before the event to allow time for the stomach to empty before the start of activity. The meal/snack should contain between 300-1000 calories, although the lighter the better. Breads, potatoes and fruit juices—carbohydrate foods low in fat, protein and fibre are the basis of the programme meal. Fibre rich carbohydrates are best avoided just prior to heavy exercise.

In conclusion it can be said that other than a high calorie marginally high protein diet, the sportspersons should concentrate on a high carbohydrate, high fluid diet with due attention to fats vitamins, minerals and electrolytes to replenish losses during intense physical activity.

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CAMPUS NEWS

Law Varsity Plans PG Courses

The Dr. Ambedkar Law University, Chennai, plans to start postgraduate departments to offer specialisation in legislations concerning key areas of development.

Constitutional law, international law, environmental law, human rights laws and women-related legislations are the five specialised departments to be set up for offering M.L. and Ph.D. programmes in the university. The university also proposes to start a Distance and Continuing Education department, possibly to offer an M.L. programme.

The University, formed in 1997, has successfully completed the conduct of first year examinations of its three-year and five-year integrated law courses recently. Five Government law colleges in the State — in Chennai, Madurai, Tiruchirapalli, Tirunelveli and Coimbatore, besides the only private college at Salem — are affiliated to the University.

A sum of Rs. 10 lakhs has been sanctioned this year by the State Government to enable the university conduct specific projects on a short term basis. The authorities have narrowed down on three topics for taking up studies: foreign trade, environmental legislation and intellectual property rights. "The study projects will use field officials and experts to concentrate on these topics with specific reference to the State, and the findings will be presented to the Government," Prof. (Ms) P. Nagabooshanam, Vice-Chancellor of the university said in

Chennai recently.

She said the university hoped to get more funds from the UGC and the Government for its long term research projects and infrastructure needs, mainly additional buildings and networking of affiliated colleges.

Two other programmes to benefit larger sections of the community likely to be taken up by the university would be the LEAF (Legal Education and Aid for Females) and LEAP (Legal Education and Awareness for Public). The first programme would deal with the special needs and legal problems concerning different sections among women and the other would concentrate on improving people's awareness on different laws.

A law journal would also be brought out by the university to disseminate such information, Prof. Nagabooshanam added.

Courses in Mental Health

The Schizophrenia Research Foundation (SCARF) in association with the University of Madras and the Chennai Medical College are reported to have introduced two short-term courses in the crucial areas of mental health.

The course with the Department of Psychology of the University of Madras is on psychological rehabilitation. The three-month programme is aimed at providing training in rehabilitation. The ideal candidates for the programme are students of so-

cial work and psychology or anybody interested in the field, Dr. R. Thara, Director, SCARF said. There were no prescribed minimum qualifications.

Dr. Thara said training in rehabilitation was not offered in an intensive way in any of the post-graduate courses in social work or psychology.

The programme would mainly cover mental illness, disability produced by mental illness, rehabilitation diagnosis, methods of rehabilitation practice and occupational and educational psychology. Students who completed the programme, the first of its kind in the State, would be given a certificate.

The course introduced in association with the Clinical Epidemiology Department of Chennai Medical College, was "mental health research : strategies in methodology". It was being funded by the International Clinical Epidemiology Network.

It was aimed at enhancing the skills and knowledge of mental health professionals, stimulating and organising mental health research in areas relevant to national needs, building a collaborative network of trained mental health professionals and improving the quality of life of the mentally ill.

Dr. Subha Kumar, health social scientist, said persons who had completed their postgraduate training in psychiatry and allied fields and who were interested in planning and research in the areas of mental health were eligible for the course. There was a strongly felt need for such a programme, Dr. Sarada Suresh,

Health Economist, said.

Computer Centre for Handicapped

A proposal for the introduction of computer-based education in schools for the disabled in New Delhi has been mooted by Prof. J.R. Isaac, former professor of the Indian Institute of Technology, Bombay and a champion for the cause of Interactive Learning Environment for the handicapped.

Following this, the Delhi Government is contemplating setting up a model computer centre for the handicapped. Prof. Isaac's paper on "Computer-Based Interactive Learning Environments" is the basis of the proposal under active consideration by it.

According to Prof. Isaac, the approach towards incorporating computers into the educational processes of the disabled can have far-reaching consequences especially in developing countries. While computer net-working would enhance the system to a certain extent, it is even more challenging to consider the educational system that could evolve if "courseware" is developed and interchanged between various centres.

Computer-Assisted Instruction (CAI), Computer-Managed Instruction (CMI) etc have been well established as powerful aids to the teaching/learning process. The power and flexibility of the computer helps in meeting the needs of the disabled and advanced countries have capitalised on this potential and created a series of assistive and augmentative computer-based approaches — targeted at meeting the needs, of the disabled-individual.

The two major impediments in the way of disabled's access to the computer are firstly, communication capability and secondly, inter-active capability. Rather than concentrating on capital-intensive and augmentative technologies, the principal focus of the project being suggested by Prof. Isaac is to "concentrate on low-cost, easily implementable and sustainable solutions aimed at providing greater group access to educational systems".

While the power of the computer in education has been universally recognised, it has been denied for disabled in India due to various constraints. "The main constraint has been that teachers and students have not been given any opportunity to initiate steps in this direction," says Prof. Isaac, whose I-Write Project has been successfully implemented by the Spastics Society of Tamil Nadu.

The "Computer-Aided-Teaching and Rehabilitation for the Disabled" project developed by the NIIT Limited, the Rajiv Gandhi Foundation and the Spastics Society of Tamil Nadu has come as a boon to the spastics. The software, now in use at Spastan in Chennai, employs a "single point access system" to go through the organised study material and engage oneself in interactive learning.

Since spastics have impaired muscular control, they cannot hold a pen or pencil and consequently cannot write. However, as per the scheme, the new software is loaded into the computer adapted especially for spastics, who possess a normal brain in a disobedient body.

"The aim is to provide a low-cost interactive environment for

the disabled children which can be sustained, developed and enhanced by teachers themselves to suit the needs of their students," says Prof. Isaac, the brain behind the software.

"I-Write" offers low cost solution towards capturing the power of computers in education. The project supports the building up and sharing of developed courseware. The teacher's attention can also turn to fine-tuning courses and other educational approaches.

Training the Trainers

The Institute of Applied Manpower Research proposes to organise the Eleventh Programme on Training for Trainers in New Delhi on August 3-12, 1998.

The programme has been designed to provide an excellent opportunity for developing professional competence to the officers/executives responsible for training and development within the organisation.

The objectives of the programme are to : (a) describe the role of training in Human Resource Planning and Development and enumerate the steps in systems approach to training; (b) help participants achieve greater understanding of the problems of adult learning with a view to design programmes which can promote effective learning; (c) list the steps involved in the identification of training needs; and apply them in the identification of training needs of different categories of employees in different situations; (d) help participants in framing training objectives and the enabling objectives in performance terms and designing a training programme; (e) discuss and demonstrate the

use of specific training techniques in order to help participants strengthen their skills in using those techniques; (f) select and design appropriate evaluation measure which is consistent with the purpose, objectives and goals of training activity; (g) apply communication skill in a training situation; (h) plan, prepare and conduct a training session of a prescribed duration; (i) design and plan a lesson keeping in view various factors like subject matter, time, methods etc; and (j) select, prepare and use commonly used audio-visual training aids.

The programme will inter-alia cover : Role of training in Human Resource Development; Systems approach to training; Principles of adult learning; Communication in training; Identification of training needs; Training objectives; Designing of training programmes; Training methods : brain storming, lecture, group discussion, case-study, role play; Lesson plan; Audio-visual aids; Preparation of course material, case studies and visual presentation; Evaluation of training programmes.

Further details may be had from Dr. J.P. Saxena, Head (Training), Institute of Applied Manpower Research, Indraprastha Estate, (Opp. Indira Gandhi Indoor Stadium) Mahatma Gandhi Marg, (Ring Road), New Delhi - 110 002.

Chancellor Meets Bihar VCs

A two-day vice-chancellors' conference was recently held at Patna. The meet was presided over by Mr. Sunder Singh Bhandari, Governor of Bihar and Chancellor of the state universities.

The Governor announced

the constitution of a three-member committee of vice-chancellors to recommend ways for delinking intermediate education from universities.

He asked the universities' managements and the government to cooperate with each other to improve the standard of higher education.

He also asked the vice-chancellors of 12 universities who attended the meet to ensure the audit of the funds and submission of fund utilisation certificates in time.

Mr Bhandari directed the vice-chancellors to ensure holding of classes for at least 180 days in a year and mandatory 75 per cent attendance of students in the colleges and universities.

He also stressed the need for implementation of academic calendars and introduction of vocational courses in the universities.

Workshop on Information Technology

Oriental Institute of Science & Technology, Bhopal, recently organised a Workshop on Information Technology with Special Reference to Internet. The Workshop was attended by senior level nominees, from a number of major Public and Private Sector Organisations, R&D Institutions and Govt. Departments. These included, BHEL, NTPC, HEDCO, Crompton Greaves, Permalis Wallace, University of Sagar, Gajra Gears and Directorate of Public Relations, Govt. of Madhya Pradesh.

In his opening remarks, Shri K.L. Thakral, Chairman of OIST said that the Workshop was part of the programme to arrange Workshops on topics of interest to Industry, R&D organisations, Engineering Colleges and Management Institutions.

agreement Institutions.

The Workshop was inaugurated by Dr. S.N. Dwivedi, Director General, M.P. Council of Science & Technology.

In his valedictory speech delivered by Shri Atul Sinha, IAS, Principal Secretary, Manpower Planning, Govt. of Madhya Pradesh, he commended the efforts of OIST for helping develop excellence in various current fields.

IT Mission 2010

The Department of Electronics is reported to have prepared an Action Plan called India Information Technology Mission 2010 to achieve the Prime Minister's mission on making India a global giant in information technology. This was stated by Mr. Ravinder Gupta, Secretary, Department of Electronics, in New Delhi recently at a function held to give away awards for excellence in electronics.

The Action Plan will cover important areas of infrastructure, skill and education, finance and marketing promotion and applications development having R and D, policy support and indigenous manufacturing for self reliance, Mr. Gupta added.

He said that the national task force on information technology and software development constituted in May had submitted its 108-point information technology action plan, which was being considered by a group of four cabinet ministers. According to Mr. Gupta, except aerospace and defence electronics, the electronics industry had been fully delicensed.

"India has also signed the Information Technology agreement excepting gradually reduced tar-

iff to zero by the year 2000 for many information technology products and by 2005 for all the assigning products," he stated.

Teacher Fellowships Lokshala Programme

Bharat Jan Vigyan Jatha (BJVJ) with academic support from Maulana Azad Centre for Elementary & Social Education, Department of Education, University of Delhi, has initiated the LOKSHALA Programme with an alternative vision of Universalisation of Elementary Education.

The University Grants Commission has granted 12 teacher fellowships to permanent teachers of Universities/Colleges to work with BJVJ on a full-time basis to assist and strengthen the LOKSHALA Programme and related social development activities. Four out of these twelve fellowships are now available and applications are invited from candidates located anywhere in India.

The teachers selected would continue to receive their salary and admissible allowances from their parent institutions. The UGC will pay the basic salary and admissible allowance to a substitute teacher recruited in place of the teacher fellow. The tenure of the fellowship is one year, extendable by another year if recommended by BJVJ.

The broad areas of work are: (i) Develop a State-level or regional initiative in Universalisation of Elementary Education and/or related social development activities; (ii) Build up and become part of a national academic resource group for the programme; and (iii) Organise local initiative (e.g., Block-level

or school clusters) anywhere in India.

The candidate may belong to any academic discipline. A demonstrated commitment to elementary education/social development and intellectual engagement with related issues are essential requirements.

Applications may be made on plain paper alongwith (a) Bio-data, (b) Biographical account of social development activities, and (c) Description of proposed work plan, if offered the fellowship.

Duly forwarded applications addressed to the Secretary, University Grants Commission, Bhadur-shah Zafar Marg, New Delhi-110002 should be sent in the original to : Convenor, BJVJ Committee for UGC Teacher Fellowships, 86A, Block 22, DDA Flats, Sarai Kale Khan II, New Delhi-110 013. The last date for receipt of applications in August 25, 1998.

More Professional Colleges for A.P,

The Andhra Pradesh Technical Education Minister Mr. P.V. Ratnaiah said that the government had taken a decision to permit colleges to start courses like Master of Computer Applications and Master of Business Administration in colleges which fulfil all the norms.

The State government had received 65 applications to start engineering colleges in private sector. But only 30 of them were found valid.

The All India Council of Technical Education had already inspected 15 colleges and found that 11 of them had infrastructure to start the colleges. The AICTE had to inspect 15 more

colleges, the minister said and hoped that between 15 and 20 new engineering colleges would come up this year.

Besides, a notification was issued permitting the starting of five medical colleges and five dental colleges in the private sector. The Medical Council of India had also approved the scheme, he added.

Refresher Course in Commerce

The Academic Staff College of Karnatak University, Dharwad recently organised a Refresher Course in Commerce. Inaugurating the Course Dr. B.R. Hiremath, Professor & Chairman, Institute of Kannada Studies, Karnatak University, stressed the need for forging interdisciplinary approach in the study of commerce discipline to make it more effective.

The 21-day programme was spread over 61 sessions, two library visits, one video show and a study tour. In all 25 Resource Persons from academic institutions, industries and professionals delivered lectures on vital areas like Marketing, Organisational Behaviour, Managerial Effectiveness, Communication Skills, Capital Market Reforms, Social Responsibilities of Business, NBFCs., TQM, Economic Reforms, etc.

45 college teachers from Karnatak, Kuvempu, Gulbarga and Bangalore Universities attended the course.

Conference on Ecological Engineering

The International Conference on Ecological Engineering is proposed to be held in Cal-

(Contd. on page 20)

Inter University Sports Calendar 1998-99

S. No.	Game/Sport	Name of the University	Date of Tournament	Last date of receiving entries	Zone	Name of the University	Date of Tournament	Last date of receiving entries
GAMES ON ALL INDIA BASIS								
1.	Athletics, Half Marathon & Walking Races (M&W)	M. Sundararaj Tirunelveli	28.12.98	15.11.98	I	Badminton (M&W) VZ	Punjab Univ, Chandigarh	
2.	Ball Badminton (M&W)	Nagpur Univ., Nagpur	15.01.99	01.12.98	EZ	Pt. R.S. Shukla, Raipur		
3.	Boxing	MDU, Rohtak	15.12.98	15.11.98	SZ & IZ	Bangalore Univ, Bangalore	29.10.98	14.9.98
4.	Chess	BITS-Pilani	06.01.99	01.12.98	WZ	Univ. of Pune, Pune		
5.	Cricket (W)	Osmania Univ., Hyderabad	07.12.98	10.11.98	Basketball (M)			
6.	Cross Country Races (M&W)	IIT Kanpur	27.10.98	16.09.98	VZ	Gurukul Kangri, Hardwar		
7.	Cycling (M&W)	Punjabi Univ., Patiala	05.12.98	01.11.98	EZ	BHU, Varanasi		
8.	Football (W)	Madurai Kamaraj Univ., Madurai	05.10.98	05.09.98	SZ	Univ. of Madras, Chennai		
9.	Gymnastics & Malkhambh (M&W)	LNPE, Gwalior	10.12.98	01.11.98	SZ & IZ	Dr. H.S. Gour, Sagar	12.12.98	01.11.98
10.	Hockey (W)	Univ. of Rajasthan, Jaipur	20.01.99	06.12.98	Cricket (M)			
11.	Judo (M&W)	Punjab Univ., Chandigarh	22.01.99	05.12.98	NZ	GNDU, Amritsar		
12.	Power Lifting (M), Wt Lifting (M&W) & Best Physique	Pt R.S. Shukla Univ. Raipur	21.12.98	10.11.98	I	Magadh Univ., Bodh Gaya		
13.	Rowing (M&W)	Madras Univ., Chennai	27.1.99	15.12.98	16.	Vacant	12.01.99	01.12.98
14.	Softball (M&W)	Amravati Univ., Amravati	04.01.99	04.12.98	SZ & IZ	Amravati Univ., Amravati		
15.	Squash Rackets	Univ. of Delhi, Delhi	18.01.99	18.12.98	WZ	Football (M)		
16.	Swimming, Diving (M&W) & Water-Polo (M)	Punjab Univ., Chandigarh	12.10.98	01.09.98	01.	Punjabi Univ., Patiala		
17.	Tennis (W)	Banasthali V'pith, Banasthali	23.12.98	20.11.98	NZ	BIT, Ranchi		
18.	Wrestling	MDU, Rohtak	01.11.98	25.09.98	I	Alagappa Univ., Karaikudi	18.11.98	01.10.98
19.	Yoga (M&W)	GNDU, Amritsar	01.02.99	01.01.99	WZ	J N Vyas, Jodhpur		
GAMES ON TWO ZONE BASIS								
1.	Basketball (W)	Utkal Univ, Bhubneswar NEZ	16.11.98	21.09.98	NZ	JMI, New Delhi		
		MS Baroda, Vadodara SWZ & IZ			EZ	MG Kashi Vidyapith, Varanasi		
2.	Handball (M&W)	Kurukshetra Univ NEZ & IZ	18.12.98	01.11.98	SZ & IZ	S Venkateswara, Tirupati	09.11.98	25.09.98
		Gujarat Vidya Peeth, Ahmedabad SWZ			WZ	Vacant		
3.	Kabaddi (W)	Himachal Pradesh NEZ & IZ	19.10.98	19.9.98	NZ	Punjabi Univ. Patiala		
		Univ. Shimla, Calicut Univ, Kozhikode SWZ			EZ & IZ	BIT, Ranchi	04.11.98	25.09.98
4.	Kho-Kho (M)	Kumaun Univ, Nainital NEZ & IZ	2.11.98	1.10.98	SZ	Mangalore Univ., Mangalore		
		Gulbarga Univ, Gulbarga SWZ			WZ	Gujarat Agril. Univ, Sardar Krushinagar		
5.	Kho-Kho (W)	GNDU, Amritsar NEZ & IZ	6.11.98	6.10.98	NZ	Table Tennis (M&W)		
		DAV Indore SWZ			EZ	Gurukul Kangri, Hardwar		
6.	Tennis (M)	AMU, Aligarh NEZ	01.02.99	01.01.99	SZ & IZ	Magadh Univ, Bodh Gaya		
		Annamalai Univ, Annamalainagar SWZ & IZ			WZ	Annamalai Univ., Annamalainagar	14.11.98	01.10.98
7.	Volleyball (W)	BHU, Varanasi NEZ	23.11.98	23.10.98	NZ & IZ	Vacant		
		Univ. of Kerala SWZ & IZ			EZ	H.P. Krish Univ, Palampur	07.11.98	25.09.98
		Thiruvananthapuram			SZ	L.N. Mithila, Darbhanga		
					WZ	Bharathidasan Univ, Tiruchirappalli		
						MDSU, Ajmer		

(Contd. from page 17)

cutta during November 23-27, 1998 under the auspices of the University of Kalyani and International Ecological Engineering Society, Switzerland. The theme of the conference is "ecological engineering as an approach towards sustainable development." The topics to be discussed include (a) water resources and management; (b) wastewater management and aquaculture; (c) landscape and city planning; (d) solid waste management; and (e) health aspect of wastewater and solid

waste management.

Further details may be had from Professor B.B. Jana-Secretary, Convenor, Department of Zoology, University of Kalyani, Kalyani-741 235, West Bengal.

We Congratulate...

1. Professor Hijam Tombi Singh who has taken over as the Vice-Chancellor of Manipur University, Imphal.

2. Prof. Goverdhan Mehta who has been appointed Director of the Indian Institute of Science, Bangalore.

soil testing laboratories and research institutes.

During this training programme, eminent scientists Dr. Sam Portch, Dr. G. Dev and Dr. K.N. Tewari from the Potash and Phosphate Institute, Canada, Dr. Jagan Nath and Dr. Bharat Singh, Professors, Soil Sciences, HAU, acquainted the participants with the newer researches and advances in the field of fertiliser management and their impact on the overall development of agriculture.

Dr. M.S. Kohad, Professor and Head, Soil Sciences Department, appealed to the participants to impress upon the farmers to follow certain commandments for maintaining and further enhancing land fertility.

He said the type of nutrient needed for the soil, its adequate quantity, proper time and method of application, use of high-yielding varieties, control of pests and diseases, post-harvest management coupled with good crop husbandry practices were the key issues to which farmers would have to be exposed.

News from Agricultural Universities

Fertilizers & Crop Yield

Prof. J.B. Chowdhury, Vice-Chancellor, Haryana Agricultural University, expressed concern over the losses caused by imbalanced use of chemical fertilisers. He was addressing the valedictory session of the two-day training course on "Efficient management of fertilisers for increased crop yield" in Hisar recently. He said contrary to popular perception among the environmentalists that continuous application of chemical fertilisers caused impoverishment of land and soil fertility both these losses are created mainly due to the inadequate and imbalanced use of chemical fertilisers.

Professor Chowdhury said there was no excessive use of chemical fertilisers but inadequate and imbalanced use of chemical fertilisers was certain. He urged the participants to educate the farmers about the integrated use of organic manure,

green manure, biofertilisers and chemical fertilisers.

Organised by the Department of Soil Sciences, HAU, in collaboration with the Potash and Phosphate Institute of Canada (India programme), the training programme was attended by more than 50 participants comprising district extension specialists and soil scientists working in regional and national

News from UGC

Countrywide Classroom Programme

Between 1st and 7th August, 1998 the following schedule of telecast on higher education through INSAT-1D under the auspices of the University Grants Commission will be observed. The programmes are telecast on the Doordarshan's National Network from 7.15 to 8.00

a.m. every day except on Saturdays & Sundays. These programmes are also telecast on Doordarshan's National Network from 6.00 to 7.00 a.m. four days a week i.e. on Tuesdays, Thursdays, Saturdays and Sundays. On DD2 University Video Lecture Courses will be shown

at midnight between 0000-0030 hrs. and in the morning between 10 to 10.30 a.m. on Monday through Friday.

Hindi Programmes are being telecast on Mondays, Wednesdays & Fridays from 6.00 to 6.30 a.m.

1.8.98

"Science of the Rescue of Cultural Heritage"

"Aesthetic Process in Literature & Music-2"

"Boxing"

UVLC

No Telecast

2.8.98

"Finding Oneself with Sue Weston-2"

"Raagsangeet-2 : Yaman & Yaman Kalyan"

"The Splendour of Hand Woven Durries"

UVLC

No Telecast

3.8.98

"Science Museum"

"The Repository of Indian Heritage — Maheshwar-Tes-timony of Glorious Past"

"Planetarium — The Indoor Universe"

"Perspectives on Communi-cation in Indian History"

"Medical Instrument & Diagnos-tis-2 Cat Scan & MRI"

UVLC

"Gupta : Vakataka Art"

"Lipids-3"

4.8.98

"Vasundhara-5 Atmospheric

Pollution"

"Treasure from Thermal Physics"

"The Repository of Indian Heritage — Phooti Kothi — Dreams of Holkars"

"Bio-Diversity Himalayas — Untold Story-2"

"Quality Circle"

"Rainout Shelter"

UVLC

"Marriage"

"Functions of Several Vari-ables-3"

5.8.98

"Megacity — An Overview : Beautiful Bombay-1"

"Pieris : The Biting Butter-fly"

"Elements of a Festival Jagadhatri Puja of Chander-nagore-1"

"Insects of Mangroves"

"Mahabalipuram — Recent Excavations"

"Religion & Society in South India"

UVLC

"Non-Electrical Equipment"

"Map Reading : Physical As-pcts"

6.8.98

"Question Time-73"

"Wild Life Conservation"

"Elements of a Festival Jagadhatri Puja of Chander-nagore-2"

"The Indian Rose"

"Voice Communication Fa-cilities Through Telecom-1"

"A World of English-7 Say it

with Flowers"

UVLC

"Democratic Participation : A Strategy of Nation"

"Investment Function"

7.8.98

"River Journals-4 French Chandernagore"

"Mapping the Decades-1"

"Scientific Toys"

"Coffee Science-9"

"Introduction to Communi-cation-2"

UVLC

"Personality Assessment"

"Index Numbers"

Hindi Telecast

प्रातः 6.00 से 6.30 बजे तक

3.8.98

"हिन्दी का प्रथम शोध निवंध-1"

"काम-काजी हिन्दी"

4.8.98

"हिन्दी का प्रथम शोध निवंध-2"

"प्रकाशीय तंतुओं द्वारा सूर्य के प्रकाश का उपयोग"

5.8.98

"राजस्थान काव्य भाषा : दिंगल-1"

"गाजर भास"

6.8.98

"राजस्थानी काव्य भाषा : दिंगल-2"

"जल प्रदूषण : एक समस्या"

7.8.98

"राजस्थानी काव्य भाषा : दिंगल-3"

JRF Emoluments Enhanced

The University Grants Com-mission (UGC) is reported to have decided to revise the emoluments of Junior Research Fellowships (JRFs) awarded to students who have qualified the National Eligibility Test (NET) and the research associates. The

revised emoluments will be applicable from April 1, 1998.

The decision was taken by the Commission in consultation with the Department of Science and Technology, the Council for Scientific and Industrial Research (CSIR) and other funding agencies. Those who have qualified NET and UGC-CSIR tests and research associates working under the UGC scheme can avail themselves of the revised emoluments. The enhanced emoluments were also applicable to fellowship holders and research associates from developing countries.

Both the JRFs and Senior Research Fellowships have been doubled with this revision.

While the JRF has been raised from Rs. 2,500 to Rs. 5,000 per month, that of SRF has gone up from Rs. 2,800 to Rs. 5,600.

Research associates who had been drawing Rs. 2,800-100-3,300 will get a fixed payment of Rs. 8,000. Those who were drawings Rs. 3,300-100-3,800 will get paid a fixed amount of Rs. 8,800. Those getting Rs. 3,750-125-4,375 and Rs. 4,325-125-4,700-150-5,000 will get a fixed amount of Rs. 10,500.

Part-time research associates drawing Rs. 2,500-100-3,000 will get a fixed amount of Rs. 4,000 and those getting Rs. 2,800-100-3,300 will now get a fixed amount of Rs. 5,250.

Bank member developing country and be residents in a developing country; (ii) Hold a minimum of a Masters degree or equivalent; (iii) Be 35 years of age or under (exceptional cases considered up to 40 years of age); (iv) Intend to carry out their research in the country of residence, in association with a local research institute.

The amount of the Fellowship is \$7500 and is intended to cover the cost of the research and its dissemination. The program does not support degree studies. A short seminar is organized for the fellows during the fellowship year.

The deadline for applications for the 1999 cycle is November 15, 1998.

Further details and application forms, quoting reference RSM/99/2, may be obtained from The Robert S. McNamara Fellowship Program, World Bank Headquarters, 1818 H Street, N.W. G3-175, Washington, DC 20433, USA. Fax: (202) 676-0962.

Networking Commonwealth Experts

A Network for Commonwealth studies experts was launched in London recently.

Many academics interested in the Commonwealth work in isolation in developing countries. Two years ago the Symons commission called for an umbrella body to put them in touch with others.

Over 80 people attended the launch of the Association for Commonwealth Studies, which

News from Abroad

World Bank Fellowships

The World Bank Robert S. McNamara Fellowships Program offers 12-month Fellowships for research in the general area of socio-economic development. For the 1999 Fellowships cycle, the Program invites research proposals on one of the following topics:

- 1) What is the evidence on the nature of the relationship between "globalization" and poverty in your country? What implications does this have for policy-makers at the national and/or local level?
- 2) There is a growing trend to move beyond a definition of poverty that focuses exclusively on lack of income/consumption to one that includes other forms of social

exclusion. Similarly, there is an increasing emphasis on the role that social capital could play in poverty reduction, particularly by promoting increased participation and inclusion.

Do you have empirical evidence that would support these movements? What are the implications in terms of policy formulation and design of development practices?

The final research product will be considered for publication in McNamara Fellowships Working Paper Series, and will also contribute to the preparation of World Development Report 2000.

To be eligible, candidates must: (i) Be nationals of a World

is backed by the Commonwealth Secretariat, the Association of Commonwealth Universities and the Commonwealth Institute.

The Association intends to lobby for more support at the ACU's conference in Ottawa in August.

Michael Gibbons, ACU secretary general, said: "With Vice-chancellors' support, resources could be made available that are not going to cost them money."

One possibility is that schemes, such as Commonwealth scholarships and awards, earmark a portion for Commonwealth studies.

Organisers do not want to restrict membership to academics whose first interest is purely in the Commonwealth. Pat Caplan, director of London University's Institute of Commonwealth Studies, who has been part of a small working group seeking to get the idea off the ground, said. "This association will be the people who join it and the nature of the activities we engage in. Like the Commonwealth itself, it should be not something that just looks to the past."

The association is likely to explore some of the recommendations of the Symons commission, which have been largely dormant since it reported in June 1996, including the creation of a data-base and reviews of the ways business may benefit.

A progress report is to be made in the autumn and a full-scale academic conference maybe held in South Africa to coincide with the next heads of government meeting there in 1999.



Indira Gandhi National Open University

Schedule of Telecast for the period 1st Aug. to 31st Aug., 1998
6.30 a.m. to 7.00 a.m.

Day/Date	Academic Prog.	Title
3.8.98 Monday	Bachelor's Degree Programme	Linear Transformation and Matrices
4.8.98 Tuesday	Bachelor's Degree Programme	How to Plan a Good Pre-school Centre or A Creche
5.8.98 Wednesday	Diploma & Certificate Course	Meet an Author — An Interview with Bapsi Sidhwa
6.8.98 Thursday	Diploma & Certificate Course	Sahitya mein Upniveshik Mansikta
7.8.98 Friday	Management	Marketing of Services
10.8.98 Monday	Bachelor's Degree Programme	Raihik Rupantar aur Avyuh
11.8.98 Tuesday	Bachelor's Degree Programme	Shishugrah aur Shalapurva Kendra ka Sangathan
12.8.98 Wednesday	Diploma & Certificate Course	Akeli Pt. I
13.8.98 Thursday	Diploma & Certificate Course	Akeli Pt. II
14.8.98 Friday	Management	SEBI — Development Regulation
17.8.98 Monday	Bachelor's Degree Programme	Narrating Stories for Children
18.8.98 Tuesday	Bachelor's Degree Programme	Shishugrah mein Bachhon ke Sath Ek Din Pt. I
19.8.98 Wednesday	Diploma & Certificate Course	Kausani ek Yatra Sansmaran — Yatra Lekhan — Purva Prasang
20.8.98 Thursday	Diploma & Certificate Course	Kausani ek Yatra Sansmaran — Pal Pal Parivartit Prakartivesh
21.8.98 Friday	Management	Institutional Infrastructure for Export Promotion
24.8.98 Monday	Bachelor's Degree Programme	Shishugrah mein Bachhon ke Sath Ek Din Pt. II
25.8.98 Tuesday	Bachelor's Degree Programme	Shishugrah mein Bachhon ke Sath Ek Din Pt. III
26.8.98 Wednesday	Diploma & Certificate Course	DNE — An Overview
27.8.98 Thursday	Diploma & Certificate Course	Effective Management of Family Resources
28.8.98 Friday	Management	Credit Rating Service — A Case Study
31.8.98 Monday	Bachelor's Degree Programme	Translation as a Profession

BOOK REVIEW

Worth Reading

R.P. Singh*

Kamalini H. Bhansali. *My Karmabhoomi : Three Decades at SNDT Women's University*. Mumbai, SNDT Women's University, 1997. Pp. 185. Rs. 75/- (PB), Rs. 125/- (HB).

Even as the Foreword explains the present publication is a record of various events in the history of the SNDT Women's University. Bhansali calls it a 'developmental history of the University'. Whatever way one looks at it, this book is the story of a long journey an institution has taken to arrive at the present station. The University in the course of her centenary celebrations has already paid homage to all its three founders — Maharshi Karve in 1958, Sir Vithaldas Thackersey in 1973 and Premlila Thackersey in 1994. While the appendices carry most of the important dates, names of persons associated with the university, the statistical reviews, a bibliography and a select list of reference materials etc, the text itself consists of the most revealing information on the evolution of a concept of imparting higher education to women and the nature of problems this institution faced in its development and growth.

The usual disregard of women's abilities and their educational needs besides the problems of medium of instruction and the nature of non-traditional degrees and course offerings constitute the most important part of this publication. How else would the general masses know that SNDT started functioning as a non-statutory university in 1916, had more

high school students than post-secondary and the B.A. and M.A. degrees had appellations like GA (Graduate in Arts/Grihitagama) and PA (Postgraduate in Arts/Pradeyagama) etc. Particularly interesting are the debates and surveys regarding the employability of the graduates from this university and the background to its nomenclature. Karve's philosophy in his *Atmavritta*, admiration of the universitiy's work by Hartog Committee in 1929 and the background to the writer's joining the university etc make the description good reading.

It is common knowledge that a women's university in India would face several challenges both from within and without. Apart from considering women's education itself important, their institutions have to face the sceptics who doubt their quality and standard. The debate whether or not an exclusive institution be made 'co-ed' to improve its quality, this university had to suffer various problems of growth both in colonial and Free

India. The fact that this University has retained its basic character and the motto deserves credit and admiration.

Today the University has 10 conducted colleges in Arts, Commerce, Education, Nursing, Home Science, Science and Pharmacy, functioning from three different campuses, and 20 affiliated colleges in Maharashtra and Gujarat in the cities of Bombay, Sangli, Nasik, Dhule, Amalner, Jalgaon, Baramati, Surat, Baroda, Savarkundla and Bhavnagar. This peculiar organisation called SNDT Women's University is the result of its history as part of nation's development in which we have the record of India's freedom and also the division of Maharashtra and Gujarat into two separate states. Also worthy of note is the fact that this University offers degree courses covering traditional, non-traditional and market related areas in disciplines ranging from liberal arts to computer sciences.

For any student of Indian education this publication should not only furnish details about how women's education has faced and overcome problems of varied nature, but it must also make him proud of the fact that in this area India ranks favourably with Germany, France and Canada etc.

A book worth reading for all ranging from social activists to technocrats.

PANJAB UNIVERSITY (CHANDIGARH)

(Corrigendum No. 2 to Advt. No. 4/98)

1. 'Desirable' qualifications for the post of Professor of English given in 'Detailed Instructions' hereby stand deleted.
2. As a consequence of the Postal strike, the last date for receipt of applications for all posts is hereby extended up to 7-8-1998.

*Former Dean (Research), NCERT,
A-4/206, Kalkaji Extension,
New Delhi-110 019.

COMMUNICATION

The Future of Management Education

The Status Paper "Management Education" by M.S. Sodha and his two colleagues, (*University News* 4 May, 1998) makes interesting reading and, while giving a warning regarding the future challenges, it also provides motivation to those who have started management institutes, to further improve the reputation and standard of Management Education.

At times, I feel, we unintentionally demotivate our management institutes by comparing their performance with the IIMs in India and with advanced management institutes abroad. I look to relatively 'small' management institutes as centers for developing young boys and girls to work as bare-foot managers in small business concerns and also in rural areas. Some educationists criticize that there is a mushroom growth of management institutes in the country. I do not think so, because I feel that, with the pace of new economic reforms and privatization, a large number of field workers will be required throughout the length and breadth of the country to work as barefoot managers. The curriculum of our management institutes should, therefore, be relevant to this need. The multinationals have already started employing our MBA students as Salesmen in rural areas.

Sodha, Pathak and Upinder Dhar have rightly stated that we should not discourage private management institutes offering a variety of management programmes so long as they do not resort to unfair practices. It is sad

that even some of the recognised institutes resort to unfair educational practices. While on one side, we are talking of liberalisation, on the other side, I find, a rigid control by the universities. Management education will survive and grow if it is allowed to grow in a market-friendly way, meaning thereby that the management education institutes should remain flexible in changing the structure and syllabi of subjects according to the needs of business and industry.

In my opinion, the role of AICTE should be an advisory one, acting as a mentor of the management institutes and the universities and providing resourceful encouragement to all those which are showing good results. The only thing, that seems to be reasonable, is that

all the management institutes, whether recognised or private, should be asked to go through the rating programme at the hands of the National Assessment and Accreditation Council, Bangalore. This rating will automatically expose those institutes which are sub-standard. Even All India Management Association can undertake this work of rating and that would be useful to the business houses at the time of recruitment programme.

I am deeply overwhelmed by the conscientious efforts made by these learned authors to put the future of Management Education in proper perspective.

P.C. Shejwalkar
Professor Emeritus
Commerce & Management Sciences
University of Poona, Pune

Evaluation of ASCs

The Director, Academic Staff College (ASC), Himachal Pradesh University, Shimla felt compelled to pen 'Certain Criteria and Issues concerning the Evaluation of the ASCs' in the *University News* issue dated 4 May 1998. That a practising professional commits to paper what otherwise are fleeting impressions to many is a happy augury and it augurs well for the movement for academic staff development. The parameters of evaluation may differ but the main issues are those of quantifying quality-trait in performance. Neither the Programme Evaluation Organisation (PEO) of the

Planning Commission nor the Programme Evaluation and Review Technique (PERT) of Management make much of a difference. The Annexure appended to the write-up lists broad categories of parameters and the criteria for judging performance which are as many as, if not more than, 16. But the core issues that emerge and come centre stage are those revolving round men manning the ASCs as also the calibre of the Resource Persons selected.

That norms and standards have to be fixed differently for different categories of ASCs sound strange, despite the diver-

sity in infra-structural facilities that vary from region to region. Quality norms make no distinction between the advantaged and the less advantaged or rural and urban. With such differential scale, we make a fetish of excellence, which should emerge as much from the well-equipped labs as from the less equipped ones. The labs that produced the Laureates like Sir CV Raman leave much to be desired. What ultimately matters is the calibre of men.

Constraints are more often overcome with directional efforts and leadership traits of the Core Staff, whose commitment to staff development makes all the difference. The ASC, Sagar located not so advantageously in a small town of Madhya Pradesh where taxi services are not available bids fair to emerge as a nodal agency, nay, as a model for others. Here the courses are residential in nature and the stay on the campus being compulsory, the impact the courses have on the participants is clearly perceptible. The husbands proceed on leave to do baby-sitting to enable their wives to attend the courses speaks of the urgency, academic or otherwise, felt. A blind teacher participant of Music evincing keen interest on a topic like Genetic Engineering through meaningful interaction is a rare phenomenon witnessed. The human component being limitless in its potential, evaluation cannot ignore the non-quantifiable human excellence made manifest through the interactions from the participants like the one quoted above or the write-up of the Director of ASC Shimla, who not merely administers and directs the courses but feels compelled to write about them for the benefit of others.

S. Abdul Kareem,
MIG-319, Navanagar,
Hubli-580 025.

ASSOCIATION OF INDIAN UNIVERSITIES AIU HOUSE, 16 KOTLA MARG, NEW DELHI-110 002

Applications on prescribed form available from this Office on payment of Rs. 5/- (Rs. 10/- if required to be sent by post) are invited from Indian Citizens for the following posts. These posts are purely temporary.

1. Assistant Director	— One	Rs. 8000-275-13500
(Computer Systems & Analysis) Reserved for OBC		

2. Senior Research Assistant	— One	Rs. 5500-175-9000
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Qualifications & Experience :

Post 1. Assistant Director
(Computer Systems & Analysis)
Reserved for OBC

Essential :

- i) A good Master's degree in a discipline relevant to the research activities of AIU, and proven interest in research in educational studies
- ii) Good knowledge of computer programming and/or statistical analysis of data
- iii) At least two years experience in research in the area of educational studies.

Desirable :

- i) MCA
- ii) Proven ability of independently undertaking computer programming.

Post 2. Senior Research Assistant

Essential :

- i) Good Master's degree
- ii) Some knowledge of computer programming and/or statistical analysis of data
- iii) Some experience of research in educational studies

Desirable :

- i) Master's degree in a science subject.
- ii) M Ed, M Phil or Ph.D degree

All the posts carry dearness and other allowances generally at the Central Government rates. Relaxation in any of the requirements may be made in exceptional cases. The Association reserves the right not to fill up the vacancies advertised, if the circumstances so warrant. The post of Assistant Director is reserved for OBC.

The post of Senior Research Assistant is open, however, other things being equal, preference will be given to SC/ST candidates. Canvassing in any form by or on behalf of a candidate will be a disqualification. Persons already in service should apply through proper channel.

Applications complete in all respects should reach the office by 17th August, 1998. Applications received after the last date or without complete information will not be entertained.

UNIVERSITY OF MADRAS NOTIFICATION

The Programme of dates, already notified for admission to all the Post-graduate Courses and Master of Philosophy Courses [Full-time] under CREDIT BASED SEMESTER SYSTEM [CBSS] and for certain courses not covered under Credit Based Semester System in the Faculty of Medicine and Diploma Course in Clinical Pathology in the University Departments have been revised as follows :

- | | |
|---|------------------|
| 1. Commencement of Issue of Application form and Prospectus | 22.07.1998 |
| 2. Last date for issue of application form in person at the University | 07.08.1998 |
| 3. Last date for issue of application through post | 03.08.1998 |
| 4. Last date for submission of filled-in Application form | 10.08.1998 |
| 5. The ENTRANCE EXAMINATION will be held during 17th to 24th AUGUST 1998. | |

THESES OF THE MONTH

A list of doctoral theses accepted by Indian Universities

HUMANITIES

Pine Arts

Dance

1. Swarnamanjri, Sandhya. Impact of Krishna legend on the Kathak dance traditions : Current status, scope and prospects. (Dr Jiwan Puri and Sri Rajendra Ganguli), Department of Dance, Indira Kala Sangit Vishwavidyalaya, Khairagarh.

Drama

1. Baghel, Suman Singh. Gauriya Sanskrit roopakon kee kalitmakata evam sanskriti adhyayan. (Dr R K Shukla), Department of Drama, Indira Kala Sangit Vishwavidyalaya, Khairagarh.

Drawing & Painting

1. Adhikari, Geeta. Bukaari Janjati kala : Ek adhyayan. (Dr A V Verma), Department of Drawing and Painting, Hemvati Nandan Bahuguna Garhwal University, Srinagar.

2. Bhupendra Singh. Dakshin Kaushal : Chhattisgarh kee Gupta evam Guptottar kaleen pratimayen. (Dr S K Dwivedi), Department of Drawing and Painting, Indira Kala Sangit Vishwavidyalaya, Khairagarh.

3. Bisht, Vidhi. Stained glass paintings in the Churches of Kumaun. (Dr A V Verma), Department of Drawing and Painting, Hemvati Nandan Bahuguna Garhwal University, Srinagar

Music

1. Kapila, Senu. Kathak nritya prachin parampara ate panivartit ruprekha. (Dr Navjot Kaur and Dr Asha Pandey), Department of Music, Punjabi University, Patiala.

2. Murthy, P S N. A statistical approach to style characterisation through analysis of raga in musical compositions of the music trinity. (Dr R Sathyaranayana), Department of Music, Indira Kala Sangit Vishwavidyalaya, Khairagarh.

3. Narola, Daizy. Hindi bhakti kavi vich sangit ate nritya. (Dr Navjot Kaur and Dr Asha Pandey), Department of Music, Punjabi University, Patiala.

4. Patel, Vidhyanan. Chhattisgarhi bhajanon kee lok parampara evam sanskritik adhyayan. (Dr Vinay Kumar Pathak), Department of Folk Music, Indira Kala Sangit Vishwavidyalaya, Khairagarh.

Geography

1. Keshav, B. Demographic structure and settlements in Ranga Reddy District of Andhra Pradesh. (Prof Fatima Ali Khan), Department of Geography, Osmania University, Hyderabad.

2. Kushal Kumari. The historical and temple city of Jammu : A study in cultural geography. (Dr S S Chub), Department of Geography, University of Jammu, Jammu.

3. Negi, Jitendra Kumar. Socio economic development of

women in Garhwal Himalaya : A geographical perspective. (Dr K C Purohit), Department of Geography, Hemvati Nandan Bahuguna Garhwal University, Srinagar.

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1. Badoni, B P. The archaeology of Distt Tehri Garhwal. (Dr R C Bhatt), Department of History, Hemvati Nandan Bahuguna Garhwal University, Srinagar.

2. Batabyal, Rakesh. Communalism in Bengal from famine to Neakhali, 1943-1947. (Prof Bipan Chandra), Centre for Historical Studies, Jawaharlal Nehru University, New Delhi.

3. Chaturvedi, Sadhana. Policy of the British Government towards the Akali movement. (Dr Subodh Agarwal), Department of History, Hemvati Nandan Bahuguna Garhwal University, Srinagar.

4. Jha, Ajit. Some aspects of Congress politics, 1934-39. Department of History, University of Delhi, Delhi.

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8. Vashist, Surinder Kumar. History and archaeology of Haryana from C 300 AD to C 1200 AD. Department of Ancient Indian History, Culture and Archaeology, Kurukshetra University, Kurukshetra.

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1. Sharma, Sernihta. Tradition and trends of folk drama in Dogri. (Dr Veena Gupta), Department of Dogri, University of Jammu, Jammu.

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1. Deepinder Jeet. The sign systems of Dickens and Dostoyevsky : A comparative study with special reference to Great Expectations and the Brothers Karamazov. (Dr Gurbhagat Singh), Department of English, Punjabi University, Patiala.

2. Kaintura, Dhruv Singh. Autobiographical element in T S Eliots plays and his theory of impersonality. (Prof S S Deo), Department of English, Hemvati Nandan Bahuguna Garhwal University, Srinagar.

3. Kaushal, Beena Kumari. An existentialist approach to the selected novels of Graham Greene. (Dr Manjit Inder Singh), Department of English, Punjabi University, Patiala.

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2. Kakaty, Anjali. *Comparative study of the women characters of Assamese Septakanda Ramayana and Ramcharit Manas*. (Dr B N Roychoudhury), Department of Hindi, Gauhati University, Guwahati.

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4. Rathi, Neelam. *Sathottar Hindi natak mein mithak tattva*. Department of Hindi, University of Delhi, Delhi.

5. Samadhiya, Anil Kumar. *Mohan Rakesh ke sahitya mein samasyayik chetna*. (Dr N D Samadhiya), Department of Hindi, Bundelkhand University, Jhansi.

6. Sham Sundri. *Noven dashak ka Hindi natak : Mithkiya ayam*. (Dr Pushap Pal Singh), Department of Hindi, Punjabi University, Patiala.

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1. Veerappa, B C. *Bangalore nagarada Veerashaiva matigalu : Ondu sanskritika adhyayan*. (Dr M A Jayachandra), Department of Kannada, Bangalore University, Bangalore.

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1. Chanchal Singh. *Dynamics of Punjabi syntax*. (Dr S S Joshi), Department of Linguistics, Punjabi University, Patiala.

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Russian

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3. Jain, Gajendrakumar. *Karak evam akhyatvrittilyon ka bhashantraparak vishleshan; Panchtantra ke sandarbh mein*. (Dr Mithila Prasad Tripathi), Department of Sanskrit, Devi Ahilya Vishvavidyalaya, Indore.

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7. Sharma, Anuradha. *Vanamalidasa karta Sri Hariupreshth Mahakavya ka sameekshatmaka adhyayan*. Department of Sanskrit, Kurukshetra University, Kurukshetra.

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1. Prasad, Deevi Vara. *Krishna Zilla grama namalu charitraka basha pariseelana*. (Dr N S Raju), Department of Telugu, University of Hyderabad, Hyderabad.

2. Ramunohar Rao, R. *A critical study of the village Gods of West Godavari District*. Department of Telugu Literature, Potti Seeramulu Telugu University, Hyderabad.

3. Sree Devi, Vehuri. *Dasarathi Ranga Charya navalalu : Udyama Nepadhyam*. (Dr K Yadagiri), Department of Telugu, Kakatiya University, Warangal.

Urdu

1. Ansari, Ghulam Mohiuddin. *A critical study of characterization of women in post-independence Urdu novel of women writers of India and Pakistan*. (Prof S R Kidwai), Centre for In-

dian Languages, Jawaharlal Nehru University, New Delhi.

2. Kamaljeet Singh, Hayatullah Ansari : Fan sur shakayat (Dr Khurshed Hamra), Department of Urdu, University of Jammu, Jammu.

Philosophy

1. Hazarika, Hem Kanta. The concept of God in existentialism with special reference to S Kierkegaard, Kierkegaard K Jaspers and G Marcel. (Dr N Sarma), Department of Philosophy, Gauhati University, Guwahati.

2. Mehta, Nawal Kishore. Dharm samanvaya ka siddhant advaitvadi. (Dr R S Ambasta), Department of Philosophy, Vinoba Bhave University, Hazaribag.

3. Muditayasha, Sadhvi. Sammati-tarka prakarana : Eka sameekshatmaka adhyayana. (Prof Rai Ashwani Kumar), Department of Philosophy, Jain Vishva Bharati Institute, Ladnun.

4. Prajna, Samani Nurvaan. Ahimsa ke shikshan aur prashikshan ka sameekshatmak adhyayan. (Dr B R Dugar), De-

partment of Philosophy, Jain Vishva Bharati Institute, Ladnun.

5. Sarma, Maina. A comparative study of the religious concepts of Sankaradeva and Nanak. (Dr Nilima Sarma), Department of Philosophy, Gauhati University, Guwahati.

Religion

1. Adicavamsa, U. An analytical study of the Dhammacakkappavattasutta. Department of Buddhist Studies, University of Delhi, Delhi.

2. Kanwal Singh. Contribution of Kashmiri scholars to Buddhism. (Dr R K Mishra), Department of Buddhist Studies, University of Jammu, Jammu.

3. Sarbjinder Singh. Sikh takhtan da dharan vigyanik paripekha. (Dr Balkar Singh), Department of Punjabi, Punjabi University, Patiala.

4. Sharma, Ravi Kumar. Buddhism and mental health. (Dr B Labh), Department of Buddhist Studies, University of Jammu, Jammu.



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NCERT organises a national competition every year on innovations in School Education and Teacher Education. School teachers/teacher educators working in a teacher education institution or a school can participate in the competition provided he/she has developed or introduced a new practice in school education/teacher education.

If you have conducted any such experiment or practice, prepare a paper in detail and send three copies of the same to us. Paper may be written in English/Hindi or any other recognised regional language. Teacher educators should confine their paper to about 3500 to 4500 and school teachers to about 2500 to 3500 words.

Information Bulletin containing all the details of the competition can be had free of cost from any of the following addresses :

- (a) (i) Principal, Regional Institute of Education, Ajmer-305 004; (ii) Principal, Regional Institute of Education, Bhopal-462 013; (iii) Principal, Regional Institute of Education, Bhubaneswar-751 007; (iv) Principal, Regional Institute of Education, Mysore-570 006; (v) Officer on Special Duty, North East Regional Institute of Education, Jowai Road, Lai Tumkhrah, Shillong-793 003.
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- (d) State Council of Educational Research and Training (SCERT) or State Institute of Education (SIE) in your own State.
- (e) Department of Teacher Education and Extension, NCERT, Sri Aurobindo Marg, New Delhi-110 016.

The last date for the receipt of papers is 31st December, 1998.

Those who wish to participate in the contest may please note that only those papers which are accompanied by supporting documents as listed in the booklet will be accepted. Papers should be sent only by registered post to the undersigned.



Dr. G.L. Arora
Head
Department of Teacher Education & Extension
National Council of Educational Research and Training
Sri Aurobindo Marg
New Delhi-110 016

davp 98/190

EDUCATION NEW INDEX

A list of select articles and editorials on education from newspapers received in the AIU Library during June 1998.

EDUCATIONAL PHILOSOPHY

Goswami, Govinda Ballav. Relevance of the teaching of Harideva. *The Assam Tribune* 25.5.98.

Prasanna Kumar, A. Vivekananda's vision. *The Hindu* 9.6.98.

EDUCATIONAL PSYCHOLOGY

Allott, Serena. The classes with attitude. *The Pioneer* 19.6.98.

Arora, Neha. Backpack brats. *The Pioneer* 19.6.98.

Bose, Nandini. Young vulnerable and in trouble. *The Statesman* 13.6.98.

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Hemnath Rao, H. Burning issue of learning. *The Economic Times* 7.6.98.

Hopper, WAR Green consciousness for the young. *The Hindu* 9.6.98.

Sahu, Monideepa. Leave the kids alone. *Deccan Herald* 20.6.98.

Sinha, Dharm P. Reincarnation of learning. *The Economic Times* 8.6.98.

Sujendra Prakash, B S. Alpha plus. *Deccan Herald* 14.6.98.

Tandon, Namrata. The menace of cheating in exams. *The Times of India* 8.6.98.

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Varghese, Suma. There's more to life than passing exams. *Free Press Journal* 18.6.98.

EDUCATIONAL SOCIOLOGY

Agrawal, Damodar. The power of babel. *Deccan Herald* 7.6.98.

Sequeira, Isaac. Liberal education cultivates the mind. *Deccan Chronicle* 6.6.98.

Shukla, Neerja. Welfare steps have not reached the disadvantaged groups. *The Tribune* 5.6.98.

EDUCATIONAL POLICY & PLANNING

Chathley, Y P. Allocation policy biased against primary education. *The Tribune* 5.6.98.

Joshi, Murli Manohar. Primary education will be free and compulsory. *The Times of India* 10.6.98.

NOT BY allocations alone (Editorial). *The Tribune* 4.6.98.

Omvedt, Gail. The question of free lunch. *The Hindu* 2.6.98.

Pokkar, P K. Cautious step required for Kerala's educational reform. *The Hindu* 2.6.98.

Sen, Turja. Education is my birth right. *The Statesman* 10.6.98.

EDUCATIONAL ADMINISTRATION

Chakrabarti, Debanjan. Not just a degree anymore. *The Telegraph* 15.6.98.

Chakrabarty, Partha Sarthi. Our universities-I: Need for professional management. *The Statesman* 23.6.98.

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Chauhan, Baldev S. Himachal University: Time to flee. *The Statesman* 19.6.98.

Chowdhury, Dilip. Prescription for performance. *The Assam Tribune* 13.6.98.

Dev, Dalbir Singh. School education languishing for want of funds. *The Tribune* 5.6.98.

FAKE UNIVERSITIES (Editorial). *The Hindustan Times* 24.6.98.

FLEECING STUDENTS (Editorial). *The Tribune* 13.6.98.

Jhunjhunwala, Bharat. Bureaucracy's vested interest in status quo. *The Tribune* 15.6.98.

Mahajan, V S. Deficits fast rising. *The Tribune* 1.6.98.

Murari, S. Tamil Nadu: Go on seats makes pvt colleges bristle. *Deccan Herald* 19.6.98.

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Ram Prasad, M V J M. An open letter to the President of India. *The Hindu* 16.6.98.

Sharma, Nagendar. H P Varsity's autonomy in jeopardy. *The Tribune* 1.6.98.

Vedantam, Vatsala. Let's split. *Deccan Herald* 9.6.98.

Verma, Yoginder. Falling standards, antiquated system eroded ethos. *The Tribune* 5.6.98.

EDUCATION & POLITICS

Chouhan, Baldev S. Re-enacting the force. *The Statesman* 12.6.98.

HOPE FOR teachers (Editorial). *The Statesman* 1.6.98.

Kasturi, Bhashyam. History in turmoil. *Deccan Herald* 14.6.98.

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Shrimati, K M. and others. Not an isolated move. *Deccan Herald* 14.6.98.

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CURRICULUM

Madan, Karuna. Politics as science. *The Pioneer* 15.6.98.

—————. Studying economics. *The Pioneer* 1.6.98.

LANGUAGE & LANGUAGE POLICY

Chum, B K. Row over language. *Deccan Herald* 7.6.98.

Paul, Prasantia. Stop statefight. *Deccan Herald* 21.6.98.

Ranghunandan, Lakshmi. Net parfit anymore. *Deccan Herald* 21.6.98.

Vaidya, S G. Blended line. *Deccan Herald* 21.6.98.

SCIENCE EDUCATION

Chandrasekharan, P C. Scientific knowledge essential for

broad outlook The Hindu 16.6.98.

Kochhar, Rajesh. Science literacy, the Chinese way. The Times of India 9.6.98.

Narlikar, J V. Science as society. The Times of India 13.6.98.

Narayan, L R A. Education in space science. The Hindu 21.6.98.

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Bahl, Taru. Paramedical options. The Tribune 14.6.98.

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DISTANCE EDUCATION

Rajpal, Shweta. Knowledge knows no boundaries. Indian Express 24.6.98.

TEACHERS & TEACHING

Amarpreet Singh. Are lecturers acting pricely? Deccan Herald 8.6.98.

Ganguly, Dibyendu. When teachers begin to learn. The Economic Times 18.6.98.

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COUNSELLING & GUIDANCE

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Kukreti, Rajshree. Seeking admission in the right college. The Times of India 8.6.98.

Raman, Usha. Choices to make courses to take. The Hindu 23.6.98.

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Gopalan, R. Where research takes a back seat. The Hindu 2.6.98.

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EDUCATIONAL EVALUATION

Garg, J P. New exam system : Bane or boon. The Tribune 22.6.98.

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ECONOMICS OF EDUCATION

Bhattacharyya, Dhiresh. Reform is the word for Yashwant too. The Statesman 2.6.98.

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LIBRARIES & BOOKS

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STUDENTS & STUDENT ACTIVITIES

CAMPUS TERROR (Editorial). Deccan Herald 1.6.98.

Kanwar Yogendra. In favour of student elections. The Tribune 22.6.98.

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Chakrabarty, Soma. Sports no longer a waste of time. The Statesman 12.6.98.

Tandon, Kum Kum. A career in sports. The Pioneer 15.6.98.

SPECIAL EDUCATION

Cornelius, D J K. The gifted child. The Hindu 16.6.98.

Sen, Sandipan. Let's hope for the best. The Telegraph 1.6.98.

WOMEN'S STUDIES

Fernando, A C. Professional education for women: Some questions. The Hindu 16.6.98.

ADULT EDUCATION

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Arora, Neha. Some damning statistics. The Pioneer 9.6.98.

Lal, Neeta. Studied effort at global links. The Economic Times 14.6.98.

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Bedi, Seema. Cambridge: A city of dreams. The Tribune 7.6.98.

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Guha, Ramachandra. A Shimla for scholars : IIAS, Shimla. The Hindu 14.6.98.

Nabi, Shafqat. Producing green managers at IIM. The Times of India 8.6.98.

Sarkia, Pranab. IIE (Indian Institute of Entrepreneurship): True to its name. The Assam Tribune 5.6.98.

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THE BENEFITS of CAT Academy (Editorial). Deccan Chronicle 6.6.98.

Vattam, Shyam Sunder. BVB Colleges's golden sheen. Deccan Herald 19.6.98.

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Krishnan, Babita. Farida Lambay : A crusader for education. Free Press Journal 16.6.98.

Raghunath, M S. In the service of Kannada : Dr Ha Ma Nayak. Deccan Herald 12.6.98.

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UNIVERSITY GRANTS COMMISSION NEW DELHI

FRENCH GOVERNMENT VISITING FELLOWSHIPS FOR SOCIAL SCIENTIST UNDER INDO-FRENCH CULTURAL EXCHANGE PROGRAMME FOR THE CALENDAR YEAR, 1999.

Applications are invited from Indian Social Scientists serving as a permanent faculty in Indian Universities/Deemed to be Universities/Colleges to carry out research in identified areas in French Universities/Institutes for the calendar year, 1999.

The University Grants Commission has identified the following areas covering Social Sciences and Humanities : i.e., Economics, Political Science, History, Social and Political Studies, Linguistics, Sociology, Cognitive Sciences — Psychology, Philosophy and other allied areas. Besides these, the scholar may propose a joint project in collaboration with a French scholar. The priority areas and other allied fields are also open to joint or individual research for the nomination of Indian scholars to France.

The duration of the award is 1-2 months, in exceptional cases, extension may be considered. The University may nominate not more than two teachers under this programme. If more than two teachers are nominated, the UGC may consider only first two names from the list of nominations sent. The scholar may apply through the University and submit three copies of the bio-data and also detailed work plan on the prescribed format. The applications received directly from the teacher/scholar will not be entertained.

The UGC will provide to and fro international air fare for the selected candidates and the French side would provide maintenance allowances of 11,000/- French Frank per month. This allowance would be inclusive of boarding, lodging and local transport etc.

The application may be addressed to the Secretary, University Grants Commission, Bahadur Shah Zafar Marg, New Delhi-110 002.

The last date for submission of the application is 31st August, 1998. The applications received after the due date will not be considered.

PROFORMA

- | | |
|--|--|
| 1. Full Name | 14. Period proposed to be spent in France. |
| 2. Designation | 15. Countries visited during the last three years with purpose and duration of stay alongwith organisation which supported the visit. |
| 3. Father's Name | Certificate from College/University that the scholar has not availed financial assistance for visit abroad from UGC resources for the last three years. |
| 4. Age with date of birth | |
| 5. Place of birth | |
| 6. Present Address | |
| 7. Permanent Address | |
| 8. Academic Qualifications starting from first University degree | (Signature of Scholar) |
| 9. Teaching/Research Experience (in years) with positions | Recommendation of the Head of the Deptt./College and Vice-Chancellor of the University that the employer will provide to the scholar duty leave as per university rules for the period of his/her stay abroad if finally selected for the purpose. |
| 10. Total number of publications | |
| 11. Knowledge of French language | |
| 12. Proposed areas of work in France (The details of the work plan may be given on a separate sheet) | (Head of Deptt. College) |
| 13. Name of Institutions in France where visit is desired and whether any contact has been established. Please attach a copy of relevant correspondence, if any, | Vice-Chancellor of the University |
| | Dated. |



GOUTHAM EDUCATIONAL ACADEMY

West of Chord Road, Rajajinagar, Manjanathnagar 1st Phase, Bangalore-560 010
PHONE : 080-3363737/3489519, Tele Fax : 3385300, E-mail : goutham@giabsbg01.vsnl.net.in

Recog. by : Govt of Karnataka, INC Recog. Exam. Board Affiliated to : Rajiv Gandhi University of Health Sciences

**APPLICATIONS
ARE INVITED**

**ADMISSION
NOTICE**

**JOB GUARANTEED
COURSES**

FEW SEATS RESERVED FOR N.R.I. STUDENTS

- A. **BACHELOR'S DEGREE IN PHYSIOTHERAPY**
ELIGIBILITY : PUC/10+2, with Science 45%, DURATION 4 years
- B. **DIPLOMA IN PHYSIOTHERAPY**
ELIGIBILITY : PUC/10+2, with Science 40%, DURATION 3½, Yrs
- C. **DIPLOMA IN MEDICAL LAB. TECHNICIAN**
ELIGIBILITY S.S.L.C./PUC with Science, DURATION 2 Years
- D. **DIPLOMA IN GENERAL NURSING**
ELIGIBILITY : VHSC/PUC any group, DURATION 3 Years
- E. **DIPLOMA IN RADIOLOGY TECHNICIAN**
ELIGIBILITY : S.S.L.C./PUC with Science, DURATION 2 Years

ADMISSION DONE FIRST CUM FIRST SERVE BASIS

- F. **DIPLOMA IN SANITARY HEALTH INSPECTOR**
ELIGIBILITY S.S.L.C./PUC with Science, DURATION 2 Years
- G. **P.G. DIP. IN HOSPITAL ADMINISTRATION**
RECOGNISED BY Indian Hospital Association, ELIGIBILITY Any Degree, DURATION One year (Correspondence)
- H. **P.G. DIP. IN NURSING ADMINISTRATION**
RECOGNISED BY Indian Hospital Association, ELIGIBILITY Degree/Dip. Nursing, DURATION One year (Correspondence)
- I. **P.G. DIP. IN PUBLIC HEALTH ADMINIST.**
RECOGNISED BY Indian Hospital Association, ELIGIBILITY Nursing Degree/Dip, DURATION One year (Correspondence)

Booking started. Final Supplementary Examination appearing student also book their seat to avoid last minute seat missing rush. Few seats are available. Hostel & College bus available. Clinical facilities provided at 1500 beded. Govt. Hospital. Separate Physiotherapy Clinic available. Internet and modern library facility available. Come with originals directly for admissions. For application cum prospectus Send Rs. 150/- D.D./Cash/M.O. For further Information contact General Secretary Mr. A. T. S. Gan



INSTITUTE OF BUSINESS MANAGEMENT NATIONAL COUNCIL OF EDUCATION, BENGAL CALCUTTA-700 032

ADMISSION NOTICE

MASTER OF BUSINESS ADMINISTRATION (M.B.A.) DEGREE COURSE OF JADAVPUR UNIVERSITY

Applications are invited for admission to the 15th batch (Session 1999-2001) of the Three-Year (Evening) MBA Degree Course of Jadavpur University conducted by the Institute of Business Management, N.C.E., Bengal, Jadavpur. Classes will commence from January 1999.

Eligibility : Minimum academic qualification : An Honours Degree in any discipline of a recognised University

OR

A Master or Bachelor (10+2+3) Degree in any discipline of recognised University with minimum 50% marks in the aggregate.

Note : No other Professional qualification except Degree of a recognised University will fulfil the minimum eligibility requirement.

Admission to the Course will be made on the basis of Written test, Group Discussion, Interview and previous academic records.

Intake -- 60 (including a few deputed candidates).

For General Candidates :

Application Form with Prospectus can be obtained from the Institute of Business Management, P.O. Jadavpur University, Calcutta-700 032 between 4.00 P.M. and 7.00 P.M. on all working days from Wednesday, 15th July, 1998 to Monday, 17th August, 1998 on payment of Rs. 250/- in cash/Draft.

For Deputed Candidates :

Organisations sponsoring candidates (executive of atleast 2 yrs. standing) must apply in writing to the Hon'ble Secretary for issue of Prescribed Application Forms on payment of Rs. 250/- each.

Form can also be obtained by post on payment of Rs. 250/- in Crossed Bank Draft payable to "N.C.E., Bengal, A/c I.B.M." at Calcutta and the request should be accompanied by postage stamp of Rs. 10/- only.

Last date for receipt of completed application form with prescribed registration fee of Rs. 150/- is Thursday, 26th August, 1998.

Written Test will be held in Calcutta on Sunday, the 30th August, 1998.

CLASSIFIED ADVERTISEMENTS

INDIAN INSTITUTE OF TECHNOLOGY KANPUR

(Advt. No. DF-398)

Invites applications from Indian Nationals for the following positions :

- 1 Research Engineer (Grade II)/Scientific Officer (Grade II)/Computer Engineer (Grade II) in the scale Rs. 2200-75-2800-100-4000, on contract for 3 to 5 years

Minimum qualifications and experience .
M.Sc. with I Class/B.Tech. with I Class

- 2 Research Engineer (Grade I)/Scientific Officer (Grade I)/Computer Engineer (Grade I) in the scale Rs. 3000-100-3500-125-5000, on contract for 3 to 5 years

Minimum qualifications and experience

Ph.D + I Class preceding degree + 3 years' experience, or M.Tech. full-time I Class + 5 years' experience, or M.Tech. part-time I Class + 6 years' experience, or M.Sc./B.Tech. I Class + 7 years' experience

- 3 Senior Research Engineer/Senior Scientific Officer/Senior Computer Engineer in the scale Rs. 3700-125-4950-150-5700, regular (permanent) positions

Minimum qualifications and experience .

Ph.D + I Class preceding degree + 5 years' experience, or M.Tech. I Class + 7 years' experience

- 4 Principal Computer Engineer in the scale Rs. 4500-150-5700-200-6300, regular (permanent) positions

Minimum qualifications and experience

Ph.D + I Class preceding degree + 10 years' experience (3 years' as Senior Computer Engineer)

In each of the above categories the number of positions, specific qualifications and areas of specialization/experience required are given below. In the absence of specific mention, the minimum qualifications in the appropriate areas, as given above obtain

Number of positions, specialization and experience requirements

Scientific Officer (Grade I)/Senior Scientific Officer, Dept. of Aerospace Engg . One position. Electronic instrumentation, especially aerospace instrumentation, micro-computer interfacing

Scientific Officer (Grade I), Dept. of Chemistry . One position. Electronics and instrumentation with specialization and experience in instrumentation relevant to modern NMR, NQR and EPR spectrometers

Research Engineer (Grade IV)/Scientific Officer (Grade IV), Dept. of Civil Engg . Two positions. (1) B.Tech. in any branch, M.Tech. in Environmental Engineering or some work-experience in Environmental Engineering Organiza-

tion; (ii) Experience in laboratory testing of materials, operation and maintenance of hydraulic actuators & micro-computer based acquisition system.

Research Engineer (Grade I)/Senior Research Engineer, Dept. of Electrical Engg . Two positions. Degree in Electrical/Electronics/Communication Engg./Computer Sc. & Engg. Specialization/experience in any of the following : Electronic systems, communication system, telecom networks, system integration, power systems, control systems, VLSI, systems/applications software developments in C++ or network programming

Research Engineer (Grade I/II)/Senior Research Engineer, Dept. of Mechanical Engg . Two positions (1) Degree in Mechanical Engg with at least two years' experience, candidates with computer background (hardware/software) preferred, (ii) Ph.D in Mechanical Engg. with extensive experience on computer networking and applications.

Senior Research Engineer, Dept. of Materials & Metallurgical Engg. One position. Basic degree in Metallurgical Engg. Ph.D. preferred. Specialization in optical metallography and thermal analysis related to physical metallurgy.

Senior Scientific Officer, Dept. of Mathematics . One position. Ph.D. in statistics with sufficient experience of managing a PC lab and well-versed with use of software in Mathematics & Statistics

Research Engineer (Grade I)/Scientific Officer (Grade I), Advanced Centre for Materials Science . One position. Ph.D. in Physics with experience in electron microscopy and/or digital electronics, or M.Tech. in Electrical Engineering with at least four years' experience in electron microscopy or digital electronics.

Research Engineer (Grade I)/Scientific Officer (Grade I), Robotics Centre : One position. B.Tech. in Electronics/M.Sc. in Electronic Sciences with experience in rf communications for remote operation, microprocessors, PCB design tools, design of motor controllers

Computer Engineer (Grade III)/Senior Computer Engineer/Principal Computer Engineer : Four positions. Degree in Computer Sc. & Engg. preferred. Expertise in UNIX, networking, windows NT, RDBMS, 4 GL, information system management. Experience of system administration desirable for higher positions

Applications not found suitable for a particular position may be considered for a lower position.

The pay carries dearness and other allowances and interim relief as may be applicable. Pay scale are to be revised shortly.

Application forms may be obtained by making a written request alongwith a self-addressed unstamped envelope (26 cm. x 11 cm.).

Last date for receipt of completed applications : 24 August, 1998.

*Address for correspondence . Dean, Faculty Affairs, I.I.T. Kanpur, Kanpur-208 016
e-mail : dofa@iitkernet.in*

THE UNIVERSITY OF KASHMIR, SRINAGAR

NOTIFICATION

No. PR/KU/98-99/98 Dt. 15.07.98

The last date for receipt of applications for the post of Reader (Regional Geography), Centre of Central Asian Studies Advertised vide Advertisement Notice No. F 10 (Apptt-Gen) ADM/KU dated : February 13, 1998 is extended upto and including July 31, 1998

Qasim Ali

ASSTT, REGISTRAR, ADM (I.W.)

SHAREED BHAGAT SINGH COLLEGE OF ENGINEERING & TECHNOLOGY

PBOX NO. 20, MOGA ROAD,
FEROZEPUR-152 001

(Established by the Punjab Govt.)

Advertisement No. 2/Recd. (1998)

Applications are invited for the following posts on the prescribed application form obtainable from the office of Principal by cash payment or by sending crossed D D of Rs 30/- favouring Principal, SBSCET and payable at Ferozepur For SC/ST and Ex-serviceman category a D D of Rs 15/- is required Request for application form must be accompanied by DD of the required amount and a stamped (with Rs 2/- postal stamp) self addressed envelope of size 26 cm x 12 cm. Write clearly the name of the post for which you are an applicant on the top of the said envelope. The application form complete in all respects and accompanied by attested testimonials in support of qualifications, experience etc should reach the office of the Principal latest by 24.8.1998.

1. Professor : (Pay Scale Rs. 4500-7300 (Unrevised))
- a. Mech. & Prod. Engg — 03 (Gen. - 02, SC/ST - 01)
- b. Applied Mathematics — 01 (Gen.)
- c. Applied Physics — 01 (Gen.)
- d. Applied Chemistry — 01 (Gen.)
- e. Computer Sci. & Engg. — 01 (Gen.)
- f. Chemical Engg. — 01 (Gen.)
- g. Materials Sci. & Engg. — 01 (Gen.)
- h. Industrial Engg. — 01 (Gen.)

Essential Qualifications : Ph.D. with first class Bachelor's or Master's degree in Engg./Technology or PH.D. degree, with first class Bachelor's or Master's degree in appropriate branch for teaching posts in Humanities and Science.

Experience : Ten years distinguished experience in teaching/industry/research, out of which five years must be at the level of Assistant Professor or equivalent. Candidates from industry/profession with professional work of high standard, recognised at national/international level, equivalent to Doctorate would also be eligible.

2. **Assistant Professor :** (Pay Scale Rs. 3700-5700 (Unrevised)
 - a. Mech. & Prod. Engg. — 05 (Gen. - 03, SC/ST - 02)
 - b. Applied Mathematics — 01 (Gen.)
 - c. Computer Sci. & Engg — 02 (Gen.)
 - d. Chemical Engg. — 02 (Gen.)
 - e. Materials Eng. — 02 (Gen.)
 - f. Industrial Engg — 02 (Gen.)

Essential Qualifications : Ph.D. in appropriate branch, with first class Master's degree, in case of teaching posts in Science or first class in Master's degree in appropriate branch of Engg./Technology.

Experience : Five years experience in teaching/industry/research at the appropriate level.

General requirement for all posts :

- a) Age between 18 to 35 years as on 24.8.1998 and relaxable as per Punjab Govt. Rules
- b) Apply on separate application form for each post together with complete documents
- c) Applications not on prescribed proforma and received late will not be entertained
- d) Short listed candidates for each post as per the criterion supplied by the Dep't. of Tech Edu & Indl. Trg., Pb. Govt. will be called for test/interview. Mere fulfilling requirements of qualification and experience will not be treated as a right to be called for test/interview.
- e) Candidates who have applied in response to our Advt. No. 6(1997) for the posts of Professors and Assistant Professors need not apply again, if they strictly fulfill the requirements. However, they are required to give their consent in writing to be considered now for the post applied for
- f) Candidates in government/semi-government/Universities service should apply through proper channel. An advance copy on prescribed form may be sent alongwith attested copies of certificates/supporting documents 'No Objection certificate' should be produced at the time of interview. Self attestation of document is not acceptable.
- g) Number of posts can be varied as per requirement.

R.C. Bahl
PRINCIPAL

**DAYANAND SCIENCE
COLLEGE, LATUR
WANTED**

Applications with full biodata are invited for the following posts in Sr. College from the academic year 1998-99 so as to reach undersigned

within 10 days from the date of publication of this advertisement. Those who are in reserved category they should send one duplicate copy of application form to special cell Swami Ramanand Teerth Marathwada University, Nanded.

1. Inorganic Chemistry — 1 (Full Time) - SC (Ladies)

2. Industrial Chemistry — 1 (Full Time) - ST

3. Physical Chemistry — 1 (Full Time) - SC

All posts are reserved for SC-ST Category.

1. Qualification, Terms and conditions of service for those laid down by the Swami Ramanand Teerth Marathwada University, Director Education, PUNE & other competent authority

2. No TA-DA will be paid.

Applicants who are already employed shall forward their applications through proper Channel

R.H. Ladda
PRINCIPAL

Madan Lal Blyani Chandrashekhar Bajpal
PRESIDENT SECRETARY

Dayanand Education Society, Latur

**MULA EDUCATION SOCIETY,
SONAI**

TAL. NEWASA, DIST. AHMEDNAGAR

Mula Education Society, Sonai invites applications for the following posts for Senior Col-

lege Lecturers in Arts, Commerce and Science College, Sonai and Shri Dayaneshwar Mahavidyalaya, Newasa, Dist. Ahmednagar.

1. Lecturer in English — 1/2 Posts (SC)

2. Lecturer in Chemistry — 2 Posts (1-SC)
Physical Chemistry

Qualification :

1. Master's Degree with 55% Marks or equivalent grade with good record.

2. Candidates should have passed N.E.T. or S.E.T. Examination.

3. Pay Scale and other Service Conditions. As per rules of University of Pune and State Government.

4. Candidates should send a copy of their applications (without enclosing testimonials) to Dy. Registrar, Reservation Cell, University of Pune, Pune-7.

5. Prescribed application forms are available in the Mula Education Society's office at Sonai. Please send Rs. 2 Stamped and self-addressed envelope along with Rs. 5/- D.D. or Cash or Postal Order, addressed to the Secretary, Mula Education Society, Sonai

6. Application should reach to Society, within 15 days from the date of publishing this advt.

Yeshwantrao Gadakh Patil
M.L.C.
PRESIDENT

**KURUKSHETRA UNIVERSITY KURUKSHETRA
DIRECTORATE OF CORRESPONDENCE COURSES**

**ADMISSION NOTICE (1998 - 99)
(Last Date without late fee : 30.09.1998)**

Admission to the following courses is open to persons from all over India and abroad:

MASTER OF PHILOSOPHY : 1-year M.Phil. in Commerce, English, Hindi, Sanskrit, Panjabi, Pol. Science, History, Economics, Mathematics & Physical Education

MASTER DEGREE COURSES : 2-year M.A. in Hindi, English, Sanskrit, Panjabi, Pol. Science, Public Administration, History & Economics, M.A./M.Sc. Mathematics, M.Com., LL.M. (only 2nd year), M.F.M., 1-year M.Lib & Inf. Sc., M.Ed.

DEGREE COURSES : 1-year B.Lib. & Inf. Sc., 3-year B.A., B.Com., B.B.A.

CERTIFICATE / DIPLOMA COURSES : 1-year Certificate in Computer Applications; Dip. in Lib. & Inf. Science; PG Dip. in Tour & Travel Management; PG Dip. in Journalism & Mass Communication; PG Dip. in Computer Applications; PG Dip. in Translation (Hindi / English); PG Dip. in Environmental Education. 2-year PG Dip. in Marketing Management; PG Dip. in Tourism & Hotel Management.

PROSPECTUS containing admission form and other details can be had from the Manager (P&P), K.U. Kurukshetra - 136 119 on payment of Rs. 60/- at the counter or by sending a Bank Draft of Rs. 80/- in favour of the Registrar, Kurukshetra University, Kurukshetra (Rs. 40/- & Rs. 60/- respectively for SC/ST candidates). Candidates must send two self-addressed slips with their request for Prospectus and also indicate code No. CC - 98. The Prospectus would be available w.e.f. 20th July, 1998.

DIRECTOR



Indian Institute of Technology Kharagpur-721 302

Advertisement No. IIT/R/1/98

Applications are invited from the Indian Nationals for the following posts :

1. Deputy Registrar (2 posts, 1 General + 1 OBC) (Rs. 3700-125-4950-150-5700) Qualification & Experience A postgraduate degree with at least 55% marks or its equivalent grade At least 8 years of experience as Lecturer in a College or a University with experience in educational administration or comparable experience in research establishments and other institutions of higher education, OR 8 years of administrative experience as Assistant Registrar or an equivalent post/scale in Academic/ Examination/Accounts/Finance departments of a large Technological Institution/University

2. Deputy Librarian/Senior Information Analyst (3 posts, 2 General + 1 OBC) (Rs 3700-125-4950-150-5700) Qualifications & Experience Dy Librarian : A postgraduate degree in library science/information science/documentation with at least 55 per cent marks or its equivalent grade and a consistently good academic record OR Masters degree in Science or Technology with One year specialisation in the area of information technology. Eight years experience in the level of Assistant Librarian of a University Published work or Evidence of innovative library services Desirable M Phil/Ph D in library science, Rich experience in computerisation of library services Senior Information Analyst : MCA degree plus Bachelor's degree in Library Science with five years relevant experience in automation and computerisation of library services

3. Assistant Librarian/Information Analyst : (1 post reserved for OBC) (Rs 2200-75-2800-100-4000) Qualifications & Experience Assistant Librarian — A postgraduate degree in Library Science/Information Science/Documentation with at least 55% marks or its equivalent grade and a consistently good academic record OR Master's degree in Arts/ Science/Commerce with at least 55% marks or its equivalent grade with bachelor's degree in Library Science/Information Science/ Documentation or an equivalent professional degree with at least 55% or its equivalent grade plus a consistently good academic record; Information Analyst — MCA degree plus Bachelor's degree in Library Science Candidates for Information Analyst with excellent experience relevant to Library automation but not having degree in Library Science may be considered with the condition that if selected a B.Lib. degree will have to be acquired by the candidate within three years of appointment in the Institute.

4. Superintending Engineer (1 post unreserved) (Rs. 3700-125-4700-150-5000). Qualification & Experience Degree in Civil Engineering (preferably 1st Class) with a minimum total experience of 10 years of which at least 6 years should have been as an Executive Engineer or Resident Engineer-in-Charge of major building construction jobs

5. Executive Engineer (1 post, unreserved) (Rs 3000-100-3500-125-4500) Qualification & Experience : Degree in Civil Engineering (preferably 1st Class) with seven years experience of which at least 4 years should be as Assistant Engineer. Experience must be in the area of Civil Engineering design and Estimation, Construction Management Maintenance of buildings, roads, and drainage systems.

6. Assistant Registrar : 4 posts, (2 OBC + 1 SC) + 1 unreserved on 5 years contract (Rs. 2200-75-2800-100-4000). Qualification & Experience A postgraduate degree with at least 55% marks or its equivalent grade. Minimum 8 years of administrative experience, out of which 5 years should be in a supervisory capacity. Desirable : Experience

in Computer Systems & Applications, Office Automation.

7. Engineer (4 Civil + 2 Electrical = 6 posts, 3 Genl + 2 OBC + 1 SC). (Rs. 2200-75-2800-100-4000) Qualification & Experience : B.E./ B Tech. in Civil Engineering/Electrical Engineering with 3 years relevant experience in reputed organisations Experience in high tension and low tension lines, Electrical Maintenance Planning for Electrical Engineers, and Civil Engineering designing and Estimation, Construction Management Civil maintenance for Civil Engineers.

8. Computer Networking Manager (1 post, unreserved) (Rs. 4500-150-5700-200-6300) Qualification & Experience : Ph.D. in Computer Software and Networking + 10 years experience of which 3 years in the scale of Rs 3700-5700 Desirable : Experience in Web administration, Internet/Intranets, Networking administration, UNIX/NT system Management

9. Computer Operation Manager (1 post, unreserved) (Rs 3700-125-4950-150-5700) Qualification & Experience : Ph.D. in Computer Software and Networking + 5 years experience OR M Tech. in Computer Software and Networking + 7 years experience. Desirable : Experience in UNIX system administration Experience in Windows NT will be an added qualification

10. Software/System Engineer/Network Engineer/Scientific Officer (6 posts unreserved) (Rs 3700-125-4950-150-5700) Qualification & Experience Ph.D. + 5 years experience OR M Tech. + 7 years experience Academic Qualification should be in Information System & Computer Software/Electronics/Telecommunications Desirable : Experience in client/server programming.

11. Design Engineer/Research Engineer/ Programmer (appointment shall be on contract basis for 3-5 years) (4 Posts, unreserved). (Rs 3000-100-3500-125-5000). Qualifications & Experience : Ph.D. + 3 years experience OR M Tech. + 5 years experience OR M Sc./B Tech. 1st class + 7 years experience Academic qualification should be in Electronics/Telecommunications/Computer Science/Computer Applications Desirable : Experience in UNIX shell programming, Knowledge of C.

General :

All the pay scales mentioned above are IVPC scales. These are being revised to VPC scales

The qualifications and experience prescribed are the minimum and mere possession of the same does not entitle a candidate to be called for interview.

Candidates having first class degree throughout the academic career will be preferred.

The Scrutiny/Selection Committee reserves the right to (i) relax the number of years of experience needed for any position for brilliant candidates satisfying academic requirements and (ii) call/select a candidate for a scale lower than the advertised, if in its opinion, the candidate does not fulfil the requirements fully.

Eligible candidates may submit applications on prescribed application form obtainable from Assistant Registrar (Recruitment), IIT Kharagpur-721 302 by sending a request letter enclosing a self addressed 10" x 4" envelope and a crossed postal order for Rs. 25/- drawn in favour of IIT Kharagpur and payable at Kharagpur Technology Post Office.

Completed applications have to be accompanied by a draft for Rs 100/-. For SC/ST candidates this fee is waived.

Last date for receipt of request letters for application is August 16, 1998 and for the receipt of completed application forms is August 31, 1998.

M.N. Gupta
REGISTRAR



IGNOU
INDIRA GANDHI NATIONAL OPEN UNIVERSITY

Applications are invited from Indian citizens for filling up the following posts in the Indira Gandhi National Open University. The scale of pay is Rs.4500-150-5700-200-7300 (pre-revised)

1. DIRECTOR (Student Registration and Evaluation) - One Post

Essential Qualifications

- A Postgraduate degree with at least 55% marks or its equivalent grade.
- At least 15 years experience of teaching and/or administration in a University of which at least 8 years should be in the grade of Reader/Dy. Registrar

Desirable Qualifications

- Experience in the Management of University Examinations and application of Evaluation Technologies.
- Experience in or knowledge of Open and Distance Learning systems in India/Abroad
- Proficiency in Computer Applications
- Proven administrative and organisational competence.

2. DIRECTOR (Electronic Media Production Centre) - One Post

Essential Qualifications

- A Master's Degree in any discipline.
- At least 15 years of Professional experience, of which 8 years should have been at a Senior Supervisory level in such areas as use of media for education and development, production of programmes for Radio and TV, Communication Technology and Management of Media Centres.

Desirable Qualifications

- A Ph.D degree
- Specialisation at the Post graduate level in Journalism/Mass Communication/Education Technology/Communication Technology
- Experience in, or knowledge of Open and Distance Learning Systems in India/Abroad
- Proficiency in Computer applications
- Experience in Managing Communication Networks

The University reserves the right:

- to relax any of the qualifications/experience in exceptional cases or in the case of persons already holding analogous posts in a University/Research Institution, etc.
- to consider the names of suitable candidates who may not have applied.
- not to fill up any of the vacancies advertised if the circumstances so warrant.

Application forms can be obtained from the Recruitment Cell, Room No.18, Block 4 for the post of Director (SRE) and from the Director (Academic Coordination) Block 4, Room No.20, IGNOU, Maidan Garhi, New Delhi-110068 for the post of Director (EMPC) on production of a demand draft of Rs.25/- (Rs.10/- in the case of SC/ST candidates) drawn in favour of IGNOU payable at New Delhi. Applications can also be sent by post on receipt of a request along with a Demand Draft for the amount mentioned above, and a self addressed stamped envelope (28x 30 cms) bearing a postage of Rs.3/-

The last date for receipt of application is 15.08.1998

The last date for receipt of filled in application is 25.08.1998

Applications duly completed and securely fastened along with attested copies of degree, other certificates, mark-sheets, published research articles, etc should reach the respective offices as mentioned above on or before the prescribed last date.

ADM No. 23/Recd/1998